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ABSTRACT

Intended as a reference tool for managers, faculty, staff, other interested educational institutions, and the District community, this document provides historical information on students, programs, and staff in California's Peralta Community College District (PCCD) from the 1970s to 1995. Following an introduction and the PCCD mission statement, a description is provided of demographics of the District's service area and four colleges: the College of Alameda, Laney, Meritt, and Vista. Data are then provided on enrollment patterns and trends both districtwide and for each college, including fall term enrollments; day/evening and full/part-time attendance; student ethnicity, age, and gender; enrollees highest level of education; student status (i.e., continuing, new, transfer, returning, and new or returning transfers); students' educational goals; and enrollment by declared major. Trends in disabled students programs and services, the Extended Opportunities Program and Services, and financial aid enrollment by ethnicity are then provided for fall 1989 to fall 1995, followed by data on student outcomes for the same period, focusing success rates, matriculation, persistence, degrees and certificates, and transfers. Instructional programs are then reviewed, including programs offered for degrees or certificates, full-time equivalent (FTE) enrollment by program code, vocational programs, basic skills enrollment by ethnicity, course completions by vocational or transfer classification, and grade distributions. Finally, fall 1995 data are presented on District faculty, staff, and administrators, including headcount; FTE employees by age, ethnicity, and gender; and FTE by faculty, administrator, and classified status. (HAA)

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Introduction

Peralta Facts is intended to serve as a useful reference tool for Peralta managers, faculty, and staff as well as other interested educational institutions and the community served by the District. *Peralta Facts* contains trend data about the District's service area, students, faculty, staff, instructional programs, and services. It provides background information to facilitate policy analysis and formulation and permits prompt responses to basic inquiries about the District.

Peralta Facts addresses various accountability measures adopted by both the state and federal government, State Chancellor's Office, and accrediting agencies. Accreditation Standard One, "Institutional Integrity, Purposes Planning and Effectiveness," of the Western Association of Schools and Colleges (WASC), the accrediting commission for community and junior colleges, requires that the "planning process uses the results of institutional research on subjects such as institutional effectiveness, student outcomes, and demographics" (1C.2) and, further, that "institutional research and program review are conducted as essential elements in planing and evaluating institutional effectiveness." (1D.1).

Assembly Bill 1725 (1988) requires the Board of Governors of the California Community Colleges to develop and implement a comprehensive community college educational and fiscal accountability program focused on systemwide collection and reporting of information directed toward the following five areas: (1) student access; (2) student success; (3) student satisfaction; (4) staff composition; and (5) fiscal condition.

State Assembly Bill 1808, adopted in 1991, requires reporting of the retention rate of students, placement data on graduates, the proportional changes in the participation and graduation rates of students from historically underrepresented groups in higher education, the number of students who transfer from a community college, and the results of student surveys regarding attitudes and experiences, among other items.

The State's Student Equity Program requires annual reporting by individual colleges in the following areas: access, retention, degree and certificate completion, ESL, basic skills completion, and transfer for each of the historically underrepresented groups.

The federal government has strengthened accountability requirements in the Carl D. Perkins Vocational and Applied Technology Education Act Amendments of 1990. The federal legislation requires states to measure and report annually on selected benchmarks that are designed to be measurable indicators of the progress made to achieve the state's goals, including placement and retention, increased earnings, and skill mastery. Progress must be reported for various special populations including welfare recipients, students with disabilities, older workers, at-risk youth and

dislocated workers as well as the participant population as a whole.

We hope the data displayed on the following pages will assist policy makers in ensuring access to a quality education to students and successful fulfillment of the district's mission, as well as compliance with state and federal requirements. In future updates, we plan to provide additional data, adding other accountability indicators as available.

Special thanks go to the following dedicated people who were responsible for the design, preparation, and publication of *Peralta Facts 1995*.

- Sheryl Queen
- Jo Ann Phillips
- Bruce Hawkins
- June Harding
- Dominique Pfaff

The ongoing support of Wise Allen, Vice Chancellor of Educational Services, is also sincerely appreciated.

We welcome your suggestions regarding additional data you would like to see displayed in this book.

Dr. Katrin Spinetta, Director
Office of Institutional Development

PERALTA COMMUNITY COLLEGE DISTRICT
Board of Trustees

MISSION OF THE PERALTA COMMUNITY COLLEGE DISTRICT

The mission of the Peralta Community College District is based in legislation of the State of California. The Peralta Colleges provide programs and services which fulfill the community college mission for the citizens of the communities of Alameda, Albany, Berkeley, Emeryville, Oakland, and Piedmont.

Stated more specifically, the mission of the Peralta Community College District is:

- to provide educational programs to benefit the communities we serve, specifically including programs to prepare students for transfer to baccalaureate institutions, programs to prepare students for specific careers, and programs of general education, vocational, and basic learning skills from which people may benefit.
- to provide access to all who can benefit from instruction at post secondary level institutions.
- to strive for excellence in facilitating student learning.
- to support area economic development by working in partnership and cooperation with business, educational institutions, and the community to meet the education and training needs of the residents.
- to function as a part of the state-wide system of community colleges.

Adopted 2/2/88
Revised 10/10/89
Reaffirmed 9/25/90
Reaffirmed 10/8/91
Approved By Board 10/10/95

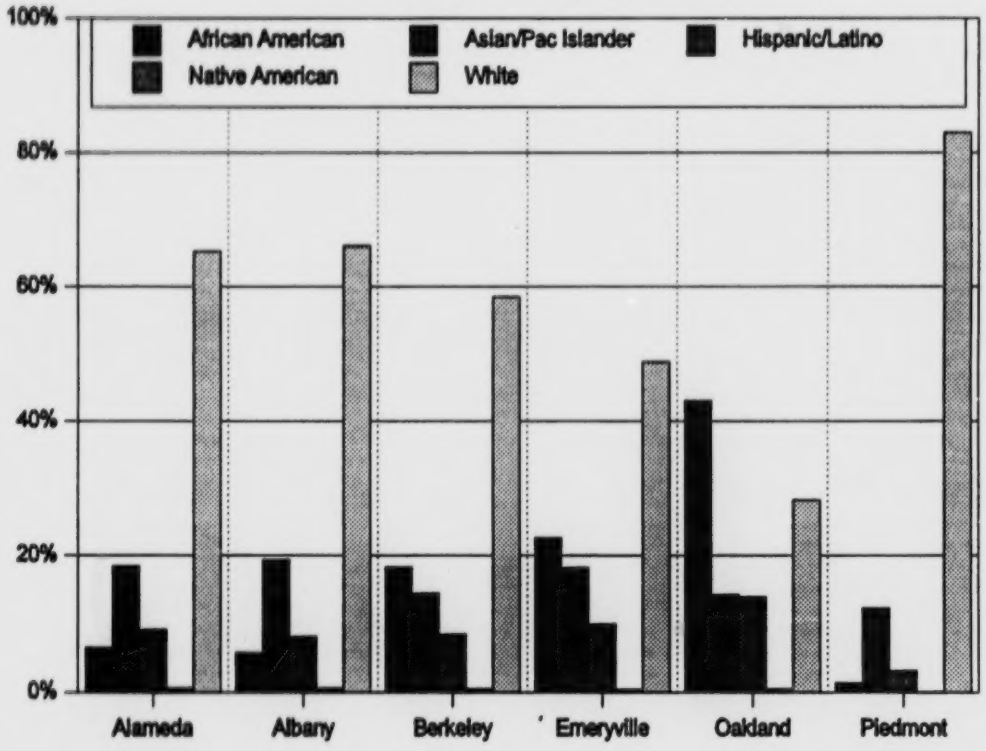
Service
Area

The Service Area

The Peralta Community College District, established in 1964, is comprised of four colleges--College of Alameda, Laney, Merritt and Vista. College of Alameda is located in the City of Alameda; Laney and Merritt, in Oakland; and Vista, in Berkeley. The colleges provide academic and vocational programs and services for the citizens in the following six cities in northern Alameda County: Alameda, Albany, Berkeley, Emeryville, Oakland, and Piedmont.

The San Francisco-Oakland-San Jose area ranks fourth in population in the nation, behind the New York, Los Angeles, and Chicago areas. Alameda County, with a population of 1.3 million, is the seventh most populous of the 58 California counties and fifth most racially diverse county in the United States.

Peralta Service Area Ethnicity



Source: 1990 Census

There is considerable variation in the size (Emeryville, 6,025 to Oakland, 378,000) and ethnic composition of each of the six cities in the service area (combined population of 600,000), from Piedmont (10,850) which is over four-fifths white to

Oakland where the largest ethnic group is African American. Oakland is considered "the most integrated city anywhere." At least eighty-two different languages are spoken in Oakland. In the Oakland Unified School District, the largest district in Peralta's service area, 14,872 (28.8%) students are limited English proficient (LEP); half speak Spanish as their primary language and nearly one-fifth speak Cantonese. Half of the students are from families eligible for federal assistance through Aid to Families with Dependent Children (AFDC) [Source: OUSD, *School District Information Summary 1994-95*].

There is also considerable variation in the mean household income of residents in the six cities in Peralta's service area. The mean household income of Piedmont residents is nearly five times larger than that of Oakland residents. The 1995 median income of Alameda County residents ($55,404) is 10% above the state's median income of $46,596.

Mean Household Income By City

Alameda	$51,189
Albany	$43,789
Berkeley	$45,726
Emeryville	$43,796
Oakland	$27,095
Piedmont	$129,351

Source: Alameda County Office of Education, Financial Statistical Report, 1994-95.

Alameda County has a higher than average proportion of children living in "extreme poverty"--a family of three with an annual income less than $8,328 (22.1% of all students in the county compared to the state average of 18.8%). 35% of the students are eligible for free or reduced meals.

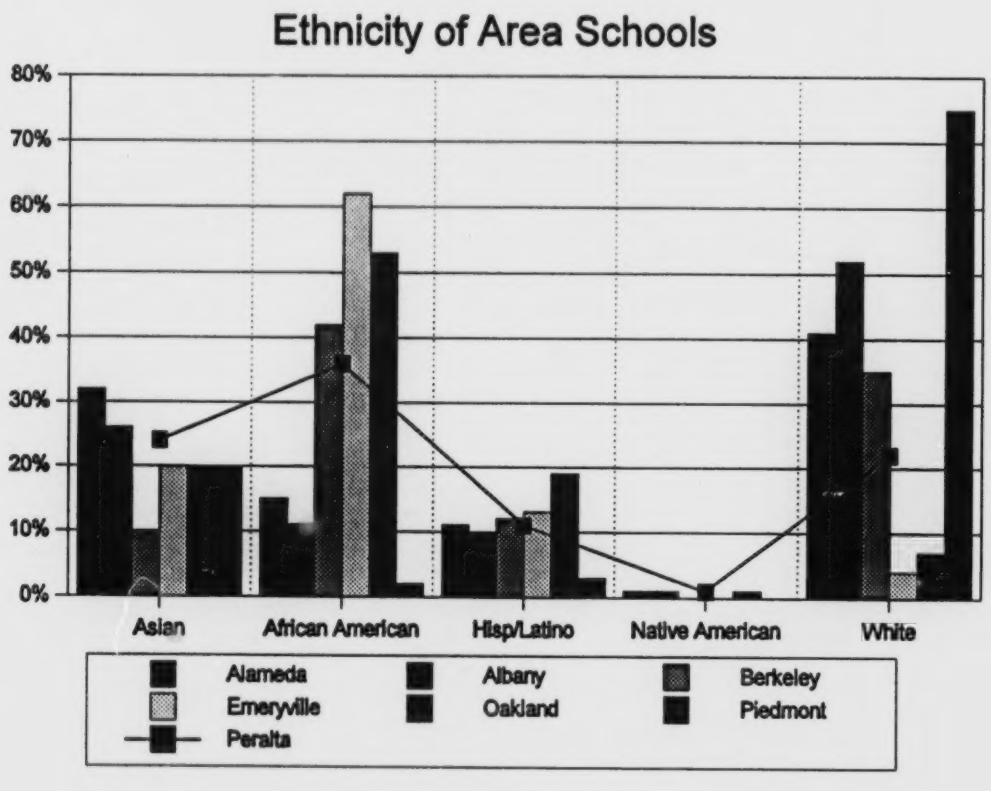
The educational level of residents in five of the six cities in the Peralta District's service area is higher than the state average. Over 81 percent of the county's residents are high school graduates, compared to only 75 percent of the state's residents.

1990 EDUCATIONAL LEVELS OF RESIDENTS IN THE PERALTA SERVICE AREA

City	High School Graduates*	College Graduates*
Alameda	88.1%	31.3%
Albany	91.9%	55.5%
Berkeley	90.3%	58.7%
Emeryville	87.1%	49.6%
Oakland	74.4%	27.2%
Piedmont	96.4%	71.2%
Alameda County	81.4%	28.8%
California	76.2%	23.4%
United States	75.2%	20.3%

* Figures are for adults, age 25 and over
Source: U.S. Census Bureau

Each of the cities in Peralta's service area operates a unified school district. In the 1994-95 academic year, Alameda County enrolled 194,441 students in K-12 public schools *[Alameda County Office of Education, The Schools of Alameda County 1996].* Enrollment varies from just over 500 students in the Emery Unified School District to the Oakland Unified School District (OUSD) which serves over 50,000 students and is the seventh largest district in the state. The school districts have a higher percentage of minorities than are in each of their respective cities. One-fourth of all residents in 1994 in Alameda County were under the age of 18.

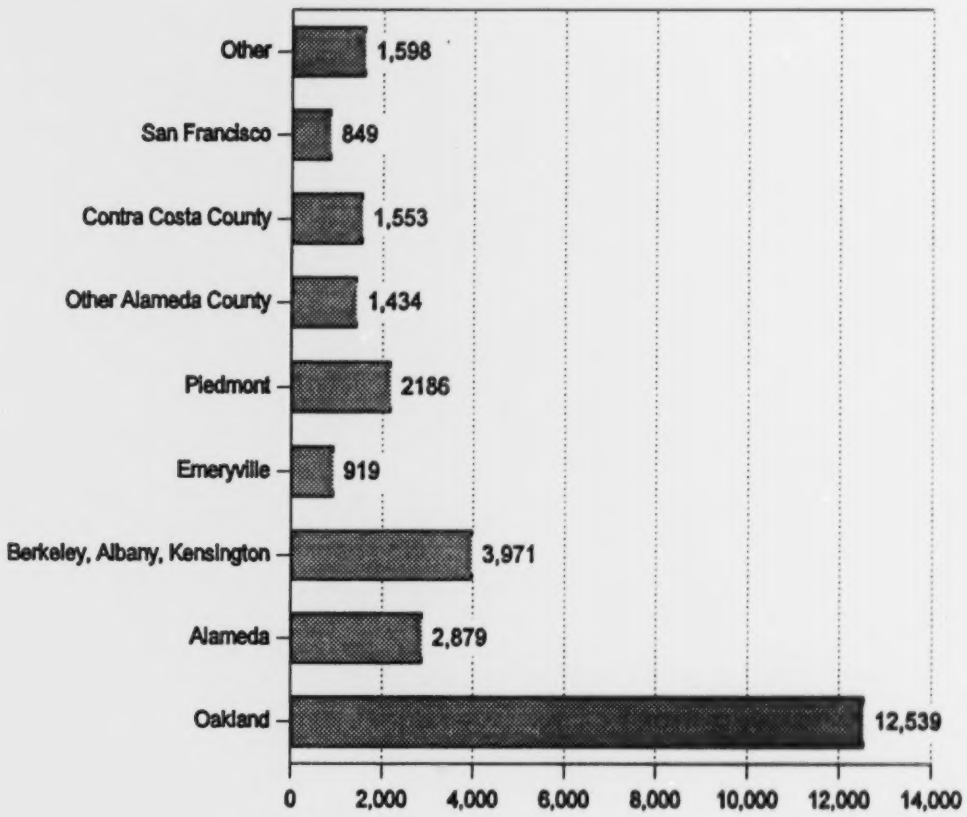


The category Asian includes Filipino and Pacific Islander

Source: Cities - Alameda County School Districts: 1994-95 Statistical Report, Peralta - /SDS

Nearly three-fourths of Peralta's students reside within the service area. Over two-thirds of the students reside in Oakland, the largest city in the county. At College of Alameda and Laney, three-fourths of the students reside in the District's service area. At Merritt and Vista, two-thirds of the students reside in the service area. Many students are also employed in cities in the service area.

Fall 1995 Student Enrollment by City of Residence



Fall 1995	Alameda		Laney		Merritt		Vista		Total	
Oakland	2,242	39%	6,127	51%	3,356	53%	814	22%	12,539	45%
Alameda	1,614	28%	869	7%	321	5%	75	2%	2,879	10%
Berkeley, Albany, Kensington	395	7%	1,356	11%	652	10%	1,568	42%	3,971	14%
Emeryville	165	3%	418	3%	195	3%	141	4%	919	3%
Piedmont	362	6%	1,079	9%	518	8%	227	6%	2,186	8%
Other Alameda County	285	5%	599	5%	464	7%	86	2%	1,434	5%
Contra Costa County	225	4%	616	5%	327	5%	385	10%	1,553	6%
San Francisco	195	3%	389	3%	110	2%	155	4%	849	3%
Other	328	6%	611	5%	397	6%	262	7%	1,598	6%
TOTAL	5,811	100%	12,064	100%	6,340	100%	3,713	100%	27,928	100%

***Source:** Research Student Download, all enrollment. Counts are duplicated accross colleges and district.*

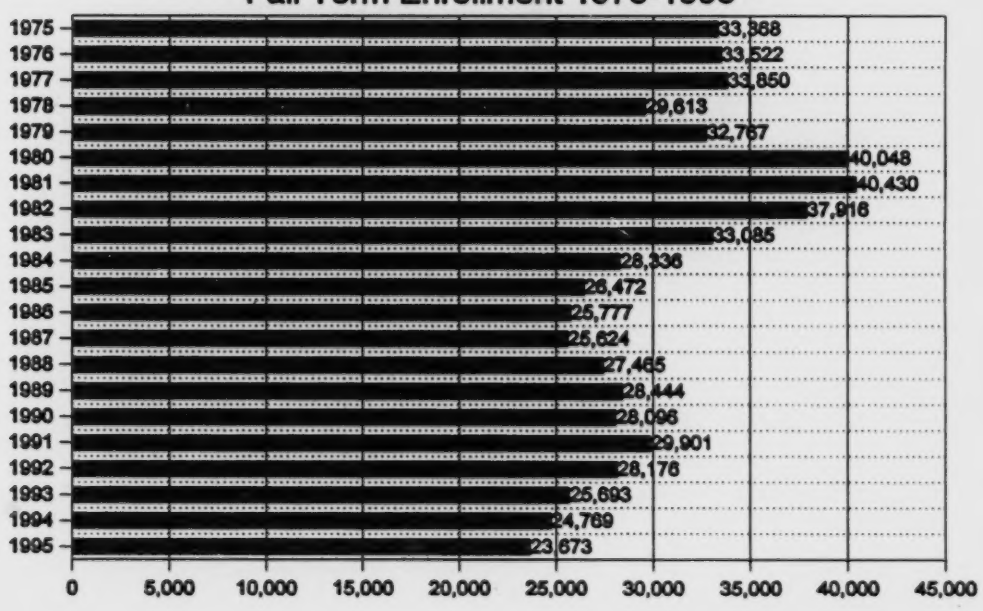
Enrollment Patterns/
Trends

Fall Term Enrollment

Over the past twenty years, enrollment trends in the Peralta Community College District have closely mirrored the fluctuations in the California economy and the availability of state funding for higher education. Enrollments decreased in 1978 due to Proposition 13's limitation on local property taxes, the main source of community college funding. Enrollment rapidly increased between 1979 and 1981, but decreased sharply between 1982-84 as a result of a $30 million state-mandated cut in avocational classes. Enrollment dropped due to the imposition of general student fees in 1984 ($50 per semester for students enrolled in 6 or more units and $5 per unit below 6 units) and subsequent fee increases, including a $50 per unit fee for students who already possessed a bachelor's degree, in effect from 1993 through 1995. Additional factors influencing Peralta's enrollment include the cap on enrollment growth since 1982; regulatory changes in 1991 that strengthened standards adopted in 1986 for non-degree credit courses, including tighter limitation on course repetition and strengthening of grading policies; reduced class offerings and a shortage of certain high demand classes; the general decline of high school graduate enrollment in postsecondary education in the latter part of the 1980s; budget reductions between 1982-85 and 1992-95; inadequate student financial aid availability; and the shift of some courses to contract education and a fee-based mode.

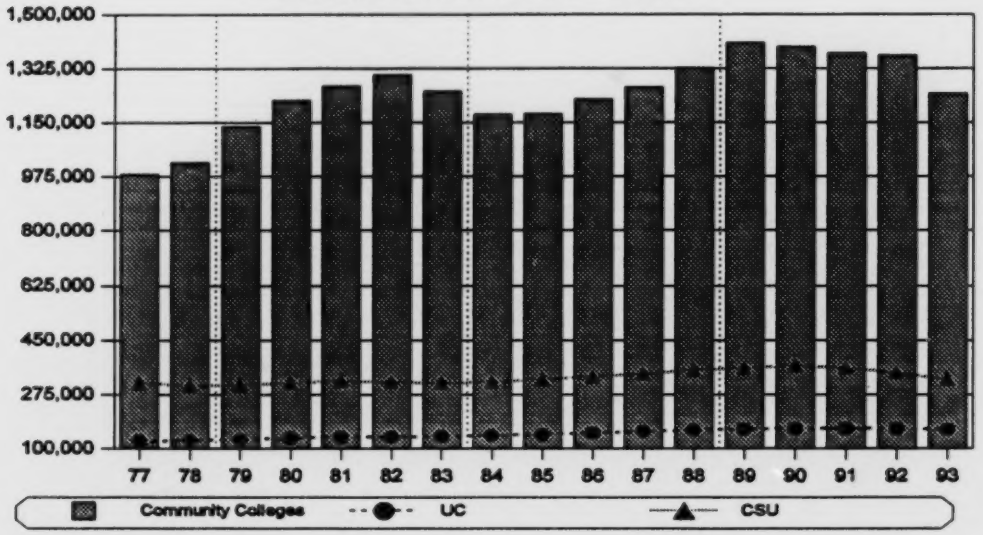
Peralta Community College District

Fall Term Enrollment 1975-1995



Source: Before 1988: PCCD Office of Institutional Analysis reports, 1988-92: SA609, after 1992: /SDS, census date

California Higher Education Systems
Enrollment Fall 1977 - 1993



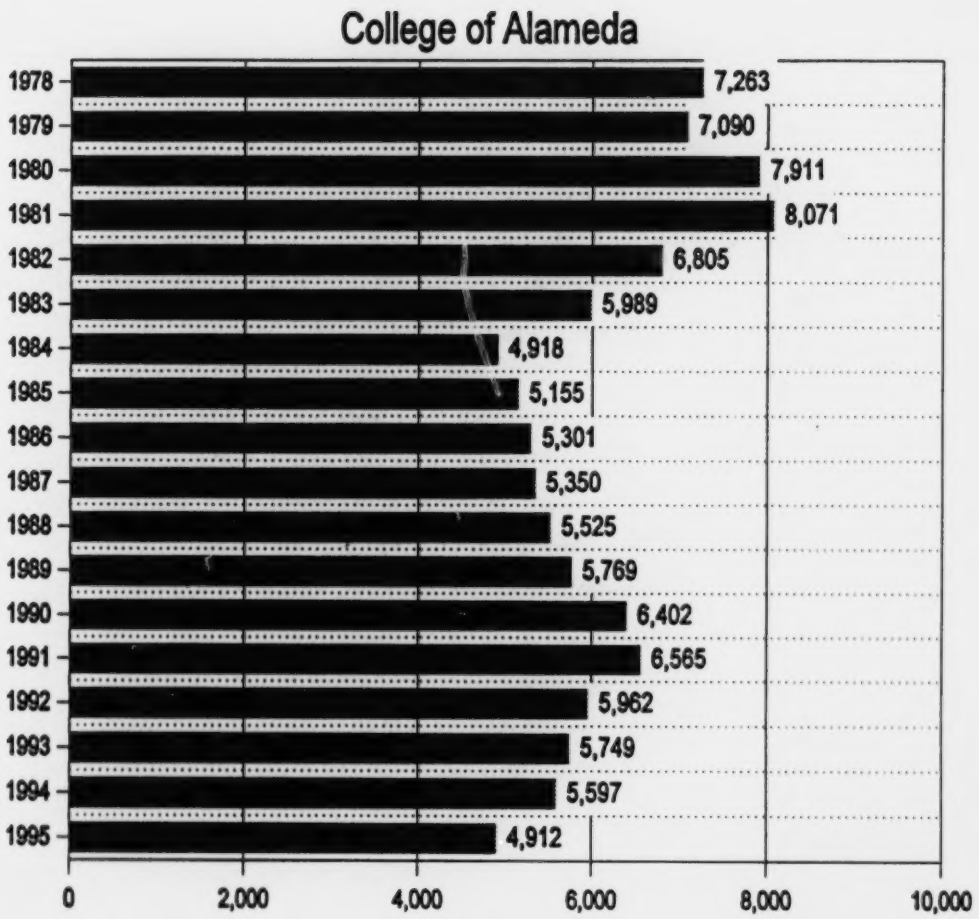
Source: Student Profile 1995, March 1995, California Postseconday Education Commission

Enrollment is expected to increase again at community colleges in the coming years due to a slower than expected economic recovery, continued high unemployment, demands for retraining, and the projected increase in high school graduating classes. The graduating class of 2000 is projected to be 43 percent larger than that of 1990 *[CPEC, "The State of the State's Educational Enterprise," December 1993]*. The latest enrollment projections by the State Department of Finance call for an increase of 300,000 students for public community colleges within the next few years.

To meet increased enrollment demand, either the state will have to fund the colleges at a higher level, or the colleges will have to seek additional outside funding and/or become more efficient and innovative in serving more students with less. Over the last four years, State General Fund support for public higher education dropped by $1.1 billion, a 19 percent decline *[CPEC, "The Performance of California Higher Education," December 1994]*. Starting in 1991, the colleges' real (inflation adjusted) revenues per actual FTES dropped and remains flat at approximately the $3,100 level. Since 1991-92, the State has cut the District's revenues over $3.8 million.

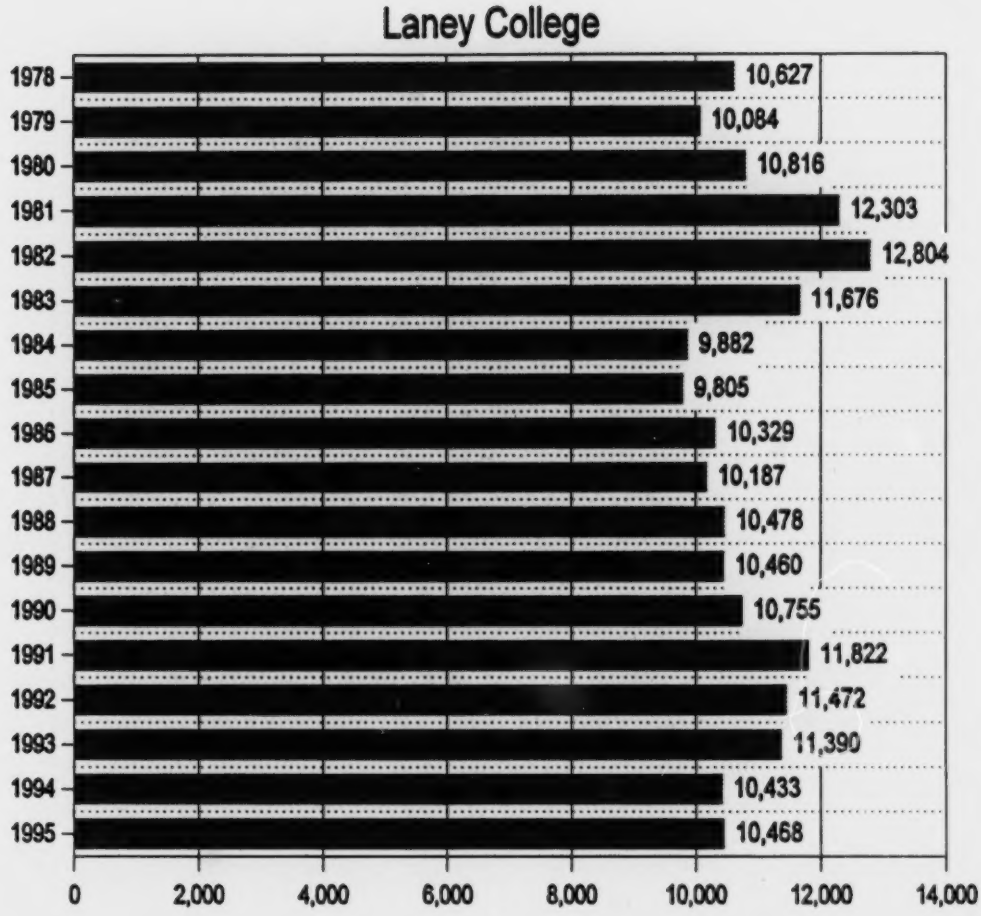
With one-fifth fewer operating budget resources per student than in the mid 1970s, community colleges have cut back on course offerings, especially much needed basic skills classes; libraries are unable to meet nationally accepted standards; facilities are inadequately maintained; and much of the equipment, particularly in the vocational area, is out-dated.

Fall Term Enrollment
1978 - 1995



Source: Before 1988: PCCD Office of Institutional Analysis reports, 1988-92: SA609, after 1992: /SDS, census date

Fall Term Enrollment
1978 - 1995



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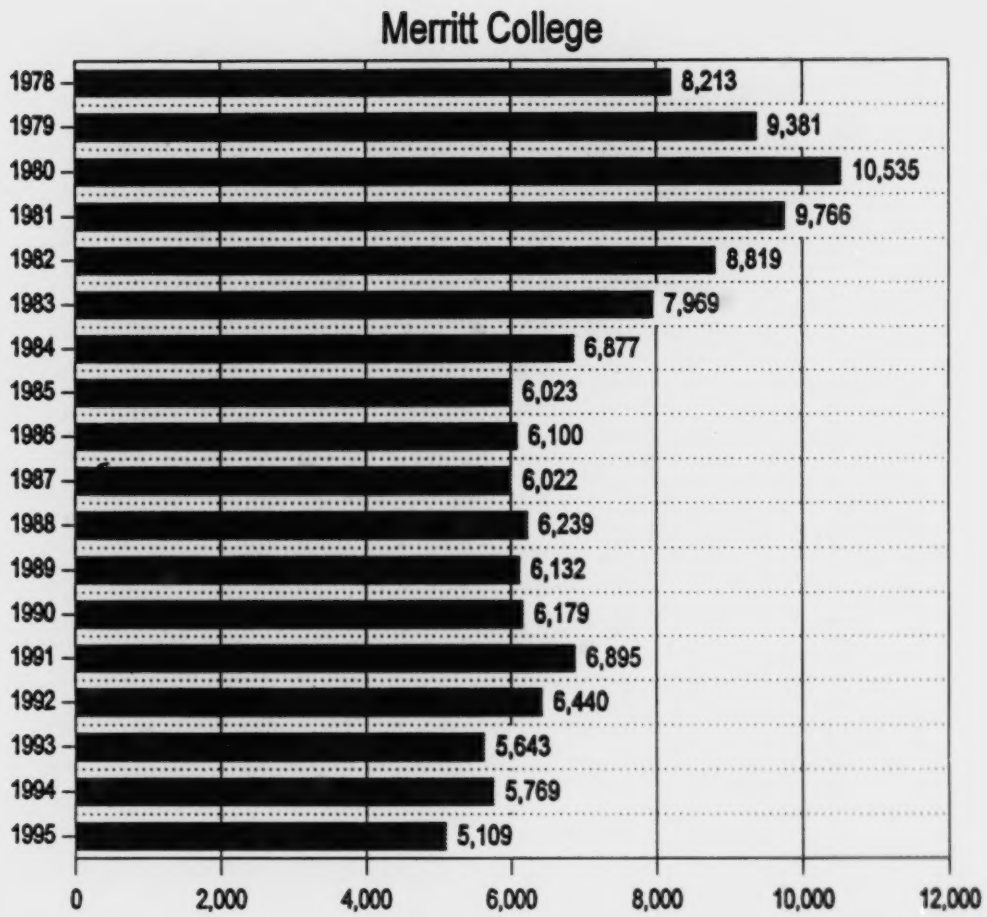
Fall Term Enrollment
1978 - 1995



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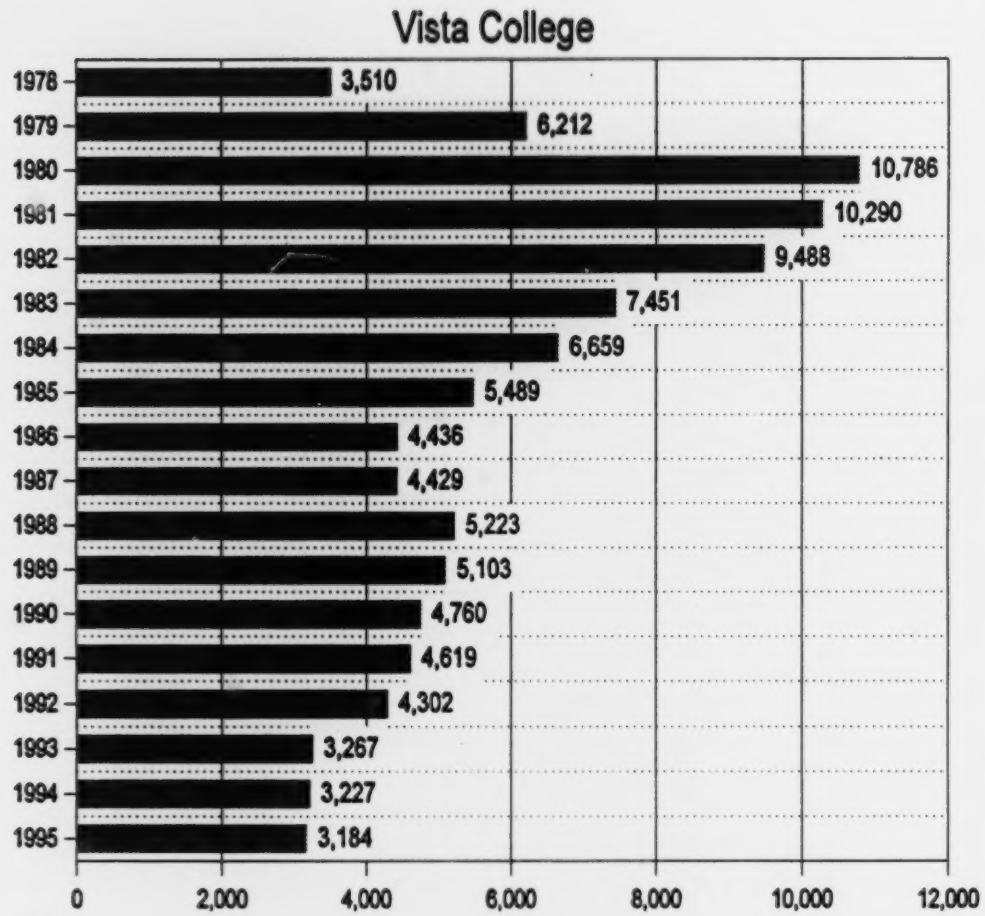
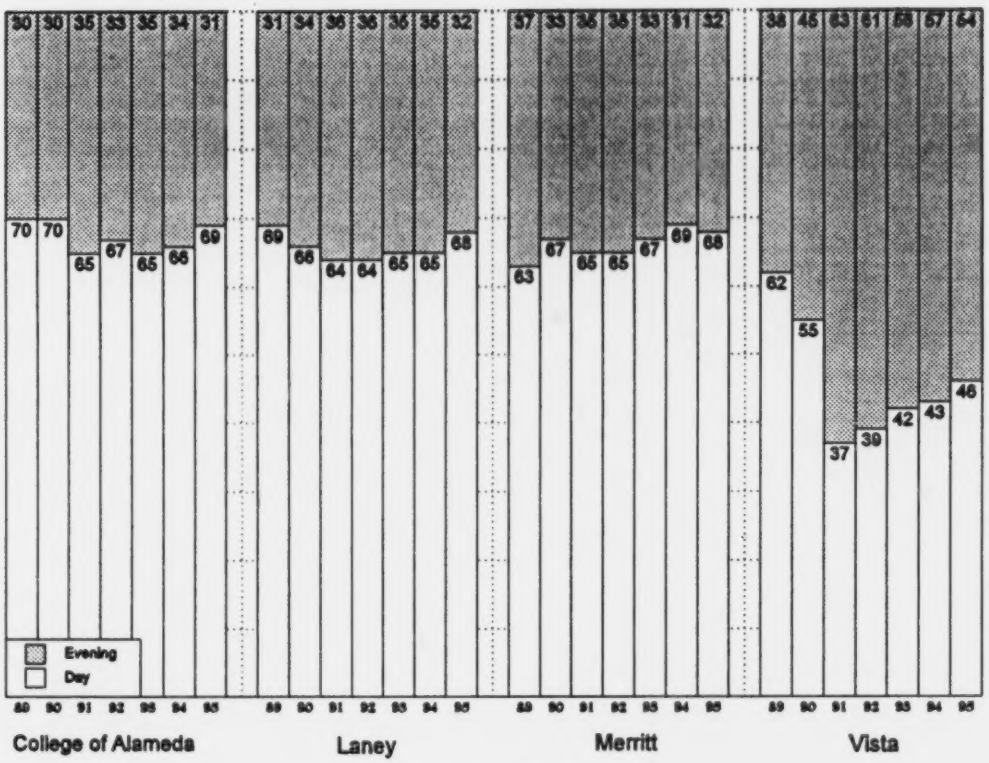
Fall Term Enrollment
1978 - 1995



Source: Before 1988: PCCD Office of Institutional Analysis reports, 1988-92: SA609, after 1992: /SDS, census date

Percentage Day/Evening Attendance by College
Fall 1989 - Fall 1995



Day/Evening Attendance Fall 1989 - Fall 1995

	1989		1990		1991		1992		1993		1994		1995	
Alameda														
Day	4,127	70%	4,497	70%	4,268	65%	4,003	67%	3,755	65%	3,701	66%	3,334	69%
Evening	1,788	30%	1,905	30%	2,297	35%	1,959	33%	1,994	35%	1,896	34%	1,524	31%
Laney														
Day	7,703	69%	7,080	66%	7,566	64%	7,362	64%	7,413	65%	6,780	65%	7,093	68%
Evening	3,489	31%	3,675	34%	4,256	36%	4,110	36%	3,977	35%	3,653	35%	3,361	32%
Merritt														
Day	4,202	63%	4,138	67%	4,493	65%	4,200	65%	3,792	67%	3,986	69%	3,468	68%
Evening	2,486	37%	2,041	33%	2,402	35%	2,240	35%	1,851	33%	1,783	31%	1,655	32%
Vista														
Day	3,182	62%	2,608	55%	1,727	37%	1,689	39%	1,379	42%	1,373	43%	1,465	46%
Evening	1,921	38%	2,152	45%	2,892	63%	2,613	61%	1,888	58%	1,854	57%	1,706	54%

***Source:** Report SA609, /SDS*

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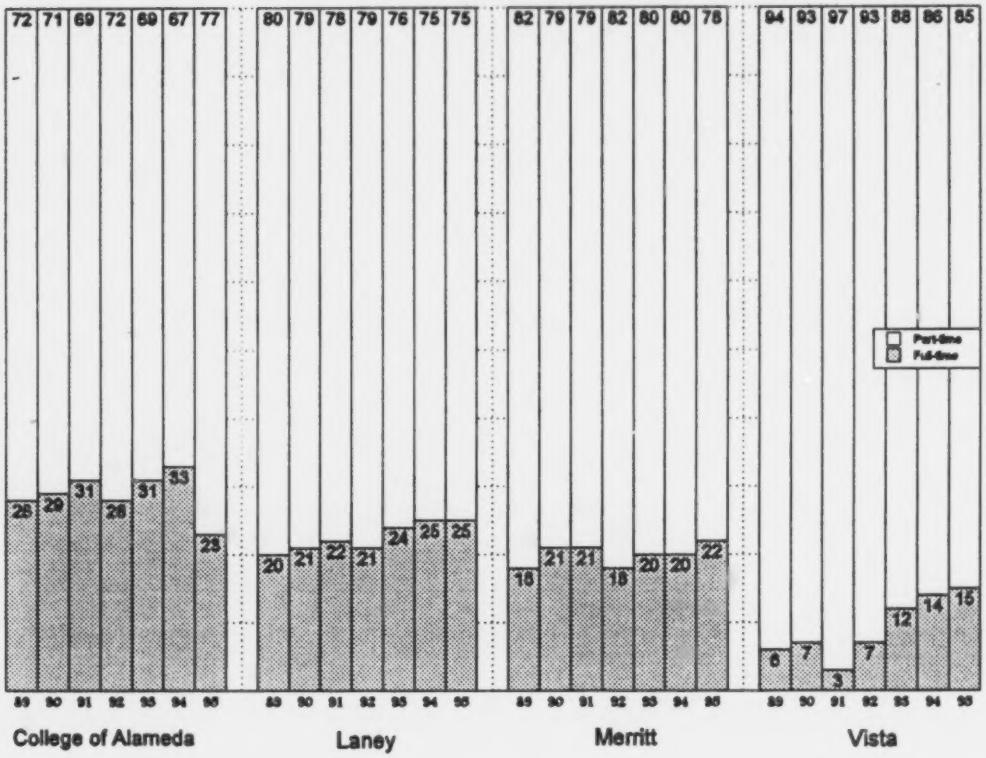
Percentage Full-Time/Part-Time Attendance by College
Fall 1989 - Fall 1995



	1989		1990		1991		1992		1993		1994		1995	
Alameda														
Full-time	1,641	28%	1,817	29%	2,038	31%	1,661	28%	1,791	31%	1,842	33%	1,155	23%
Part-time	4,274	72%	4,531	71%	4,527	69%	4,301	72%	3,958	69%	3,755	67%	3,703	77%
Laney														
Full-time	2,272	20%	2,270	21%	2,650	22%	2,419	21%	2,725	24%	2,589	25%	2,582	25%
Part-time	8,916	80%	8,485	79%	9,172	78%	9,053	79%	8,665	76%	7,844	75%	7,872	75%
Merritt														
Full-time	1,217	18%	1,308	21%	1,448	21%	1,167	18%	1,135	20%	1,128	20%	1,133	22%
Part-time	5,471	82%	4,871	79%	5,447	79%	5,273	82%	4,508	80%	4,641	80%	3,990	78%
Vista														
Full-time	318	6%	327	7%	144	3%	318	7%	387	12%	467	14%	480	15%
Part-time	4,785	94%	4,433	93%	4,475	97%	3,984	93%	2,880	88%	2,760	86%	2,691	85%

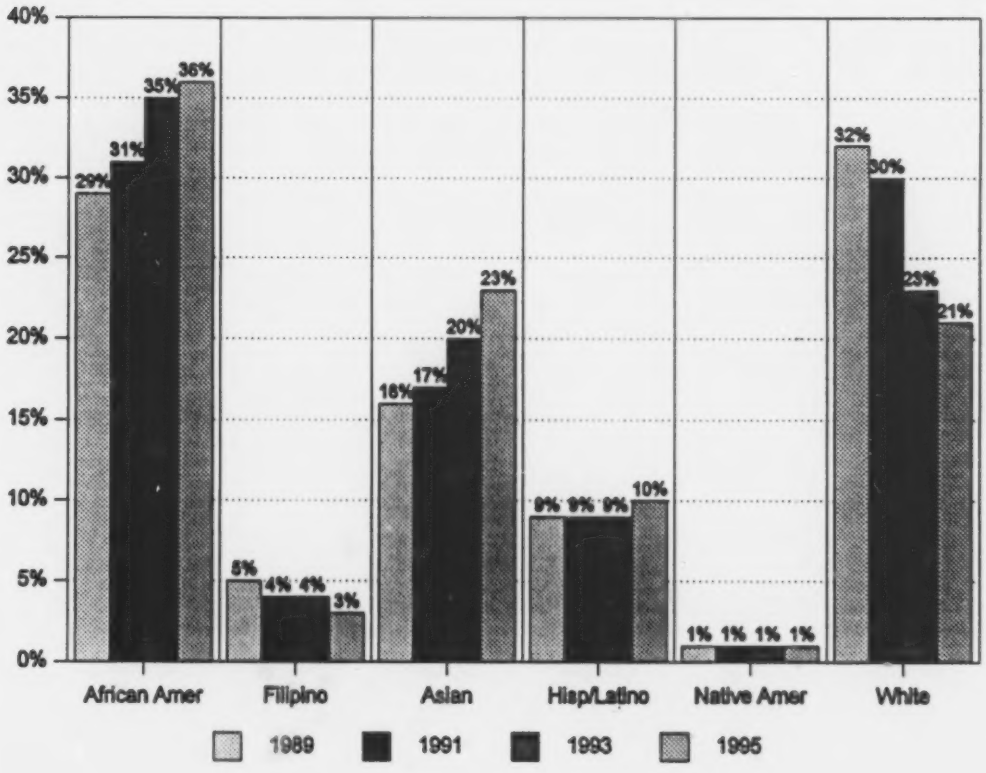
Source: *Report SA609, /SDS*

District Enrollment by Ethnicity

During the past few years (1989-95), the District's enrollment has become increasingly diverse. Enrollment of students from minority groups, in particular, African Americans and Asians, increased considerably. The enrollment of whites declined from about one-third of all students to just over one-fifth. The retention and completion rate of all students has improved, but significant variations still exist among students from different racial/ethnic groups in degree attainment and transfer.

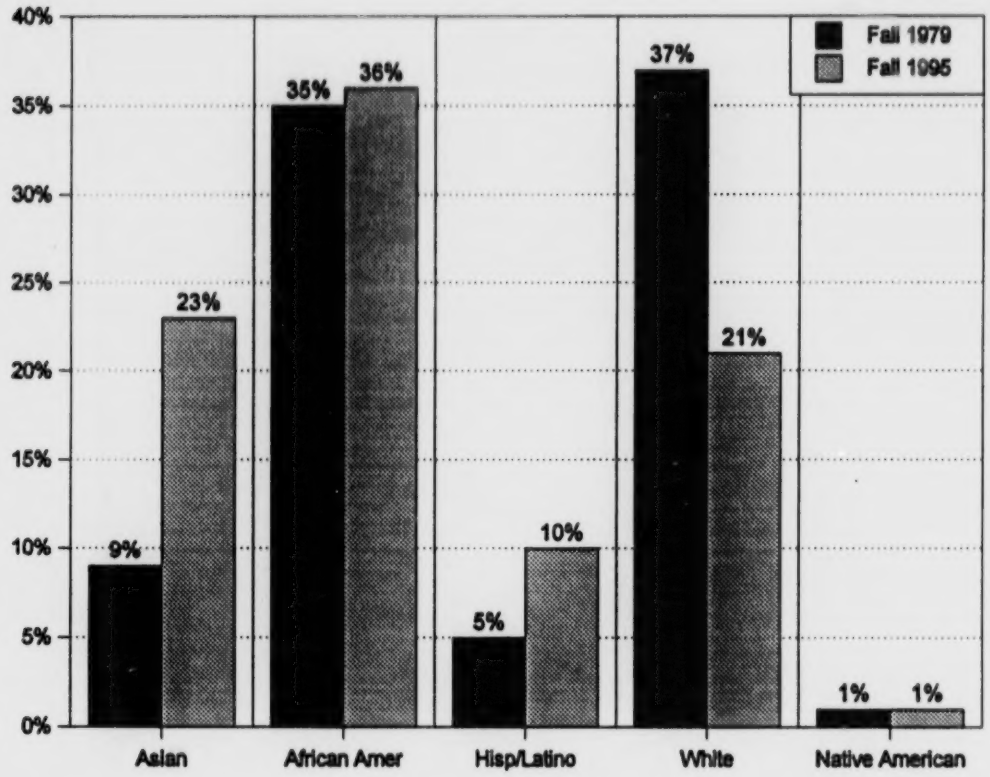
African Americans made significant gains in enrollment at Vista and Merritt colleges; Asians at College of Alameda and Laney.

District Enrollment by Ethnicity
Fall 1989 - Fall 1995



Source: Research Student Download, Student Success 1989-95, all credit enrollment

District Ethnic Comparison
Fall 1979 and Fall 1995

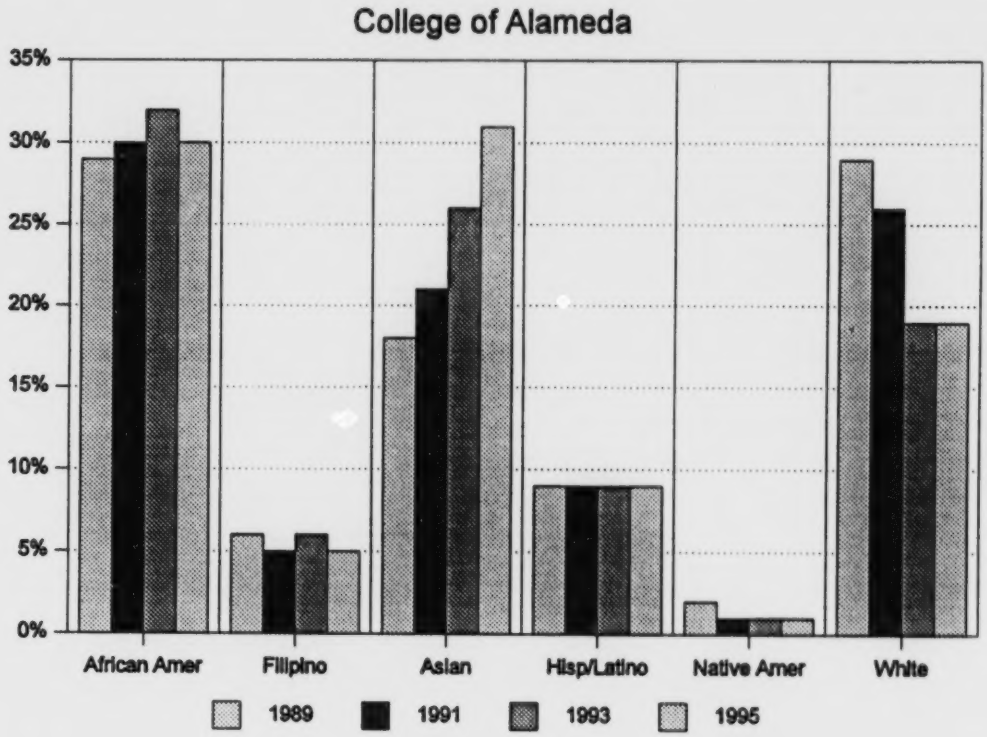


Source: 1979: Annual Report, PCCD Office of Institutional Analysis, 1995: Research Student Download, Student Success 1989-95; Unduplicated counts.

Although overall enrollment in the Peralta District has dropped 33 percent since 1979, the number of Asians and Hispanics/Latinos has increased considerably. The percentage of Asians nearly tripled in the past fifteen years; the percentage of Latinos/Hispanics, doubled. African Americans represent the largest single ethnic group at all the colleges except Vista where whites are still the largest group (40 percent). The four colleges have the largest percentage enrollment of African American students of any community college in the greater Bay Area.

Enrollment of African Americans has fluctuated over the years. The percentage enrollment in Fall 1995 is slightly above the Fall 1979 percentage and 4 percentage points higher than represented in the service area.

Enrollment by Ethnicity
Fall 1989 - Fall 1995

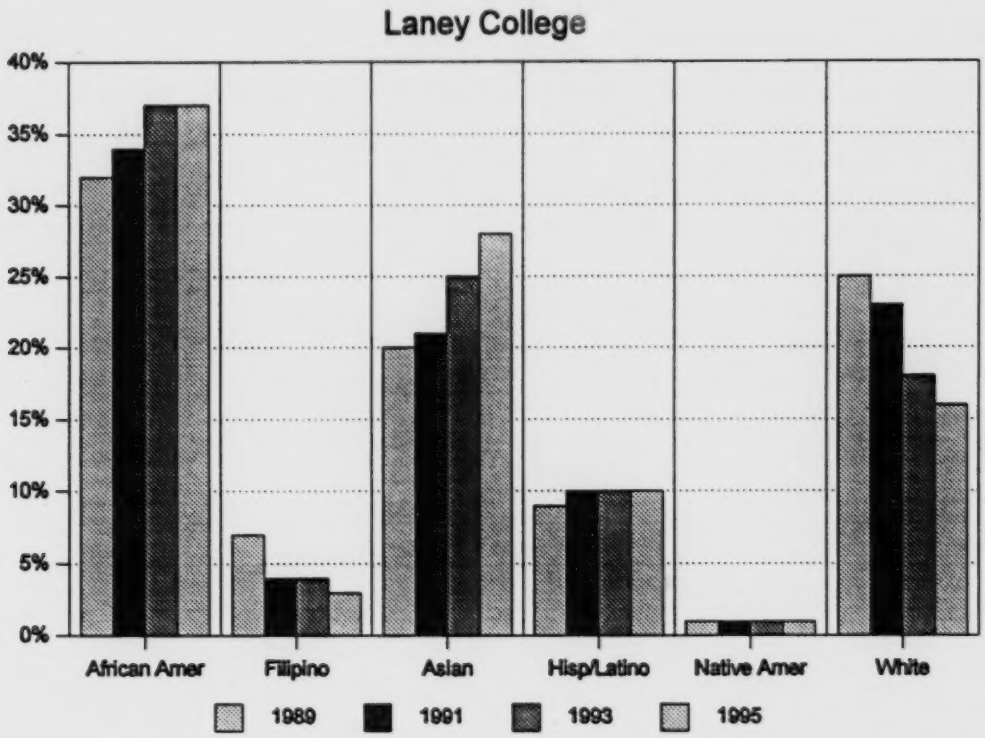


College of Alameda Enrollment by Ethnicity Fall 1989 - Fall 1995

		Total Enrollment	African American	Filipino	Asian	Hispanic/ Latino	Native American	White	Other	Unknown
1989	N	6,277	1,814	349	1,126	546	100	1,802	88	452
	%		29%	6%	18%	9%	2%	29%	1%	7%
1990	N	6,549	1,966	352	1,308	538	99	1,846	84	356
	%		30%	5%	20%	8%	2%	28%	1%	5%
1991	N	6,797	2,066	359	1,447	589	77	1,771	84	404
	%		30%	5%	21%	9%	1%	26%	1%	6%
1992	N	6,503	2,080	379	1,554	604	59	1,419	88	320
	%		32%	6%	24%	9%	1%	22%	1%	5%
1993	N	6,167	1,948	364	1,609	547	46	1,183	94	376
	%		32%	6%	26%	9%	1%	19%	2%	6%
1994	N	6,050	1,888	325	1,815	584	30	1,060	80	268
	%		31%	5%	30%	10%	0%	18%	1%	4%
1995	N	5,380	1,595	286	1,651	498	36	1,028	85	201
	%		30%	5%	31%	9%	1%	19%	1%	4%

***Source:** Research Student Download, Student Success 1989-95, all credit enrollment*

Enrollment by Ethnicity
Fall 1989 - Fall 1995

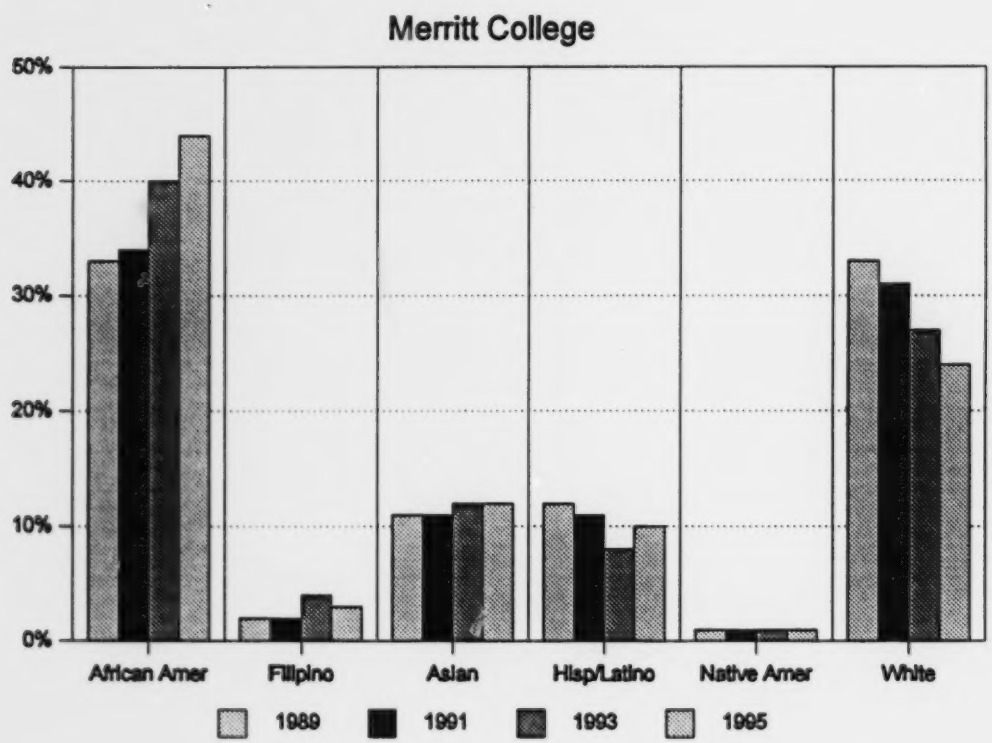


Laney College Enrollment by Ethnicity Fall 1989 - Fall 1995

		Total Enrollment	African American	Filipino	Asian	Hispanic/ Latino	Native American	White	Other	Unknown
1989	N	11,633	3,765	773	2,362	1,002	147	2,864	124	596
	%		32%	7%	20%	9%	1%	25%	1%	5%
1990	N	11,384	3,798	478	2,372	1,055	141	2,759	133	648
	%		33%	4%	21%	9%	1%	24%	1%	6%
1991	N	12,279	4,151	509	2,620	1,190	118	2,805	151	735
	%		34%	4%	21%	10%	1%	23%	1%	6%
1992	N	12,306	4,350	502	2,837	1,171	132	2,458	161	695
	%		35%	4%	23%	10%	1%	20%	1%	6%
1993	N	12,083	4,496	442	2,989	1,163	123	2,206	137	527
	%		37%	4%	25%	10%	1%	18%	1%	4%
1994	N	11,292	4,219	336	3,013	1,123	100	1,879	151	471
	%		37%	3%	27%	10%	1%	17%	1%	0.04
1995	N	11,389	4,250	333	3,179	1,138	95	1,776	132	486
	%		37%	3%	28%	10%	1%	16%	1%	4%

Source: Research Student Download, Student Success 1989-95, all credit enrollment

Enrollment by Ethnicity
Fall 1989 - Fall 1995



Merritt College Enrollment by Ethnicity Fall 1989 - Fall 1995

		Total Enrollment	African American	Filipino	Asian	Hispanic/ Latino	Native American	White	Other	Unknown
1989	N	7,494	2,436	184	846	931	96	2,439	101	461
	%		33%	2%	11%	12%	1%	33%	1%	6%
1990	N	7,238	2,688	163	820	735	95	2,221	88	428
	%		37%	2%	11%	10%	1%	31%	1%	6%
1991	N	7,478	2,508	176	852	859	91	2,289	103	600
	%		34%	2%	11%	11%	1%	31%	1%	8%
1992	N	6,713	2,383	209	890	517	78	2,071	88	477
	%		35%	3%	13%	8%	1%	31%	1%	7%
1993	N	5,746	2,299	210	703	487	65	1,554	62	366
	%		40%	4%	12%	8%	1%	27%	1%	6%
1994	N	5,861	2,518	200	727	522	52	1,475	65	302
	%		43%	3%	12%	9%	1%	25%	1%	5%
1995	N	5,592	2,474	174	688	565	54	1,327	63	247
	%		44%	3%	12%	10%	1%	24%	1%	4%

***Source:** Research Student Download, Student Success 1989-95, all credit enrollment*

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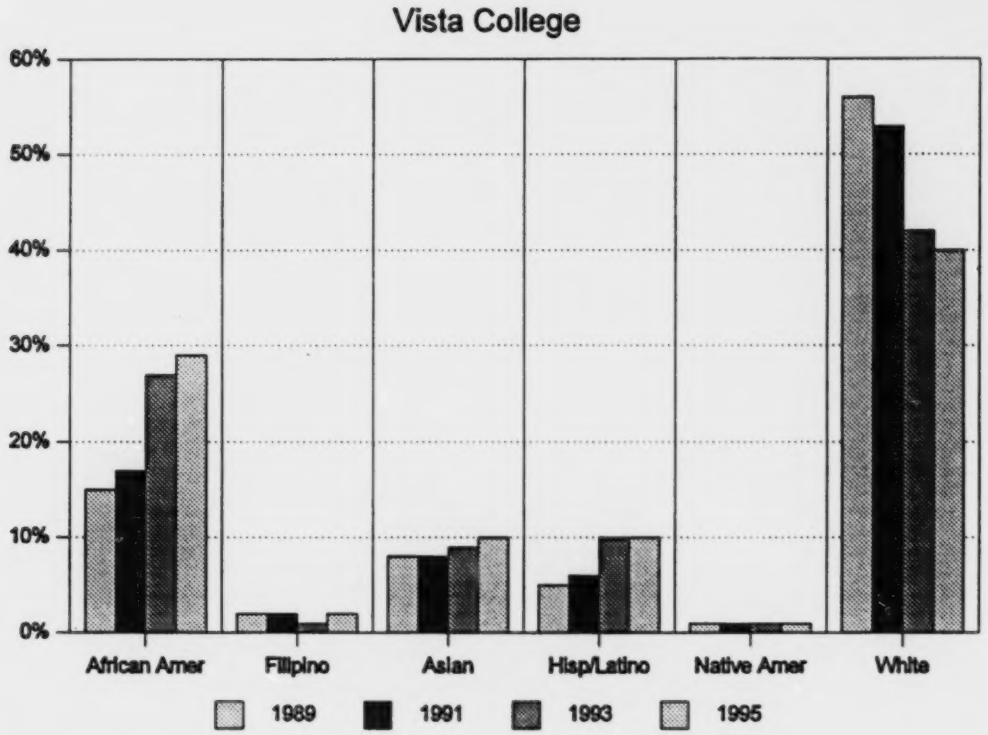
Enrollment by Ethnicity
Fall 1989 - Fall 1995



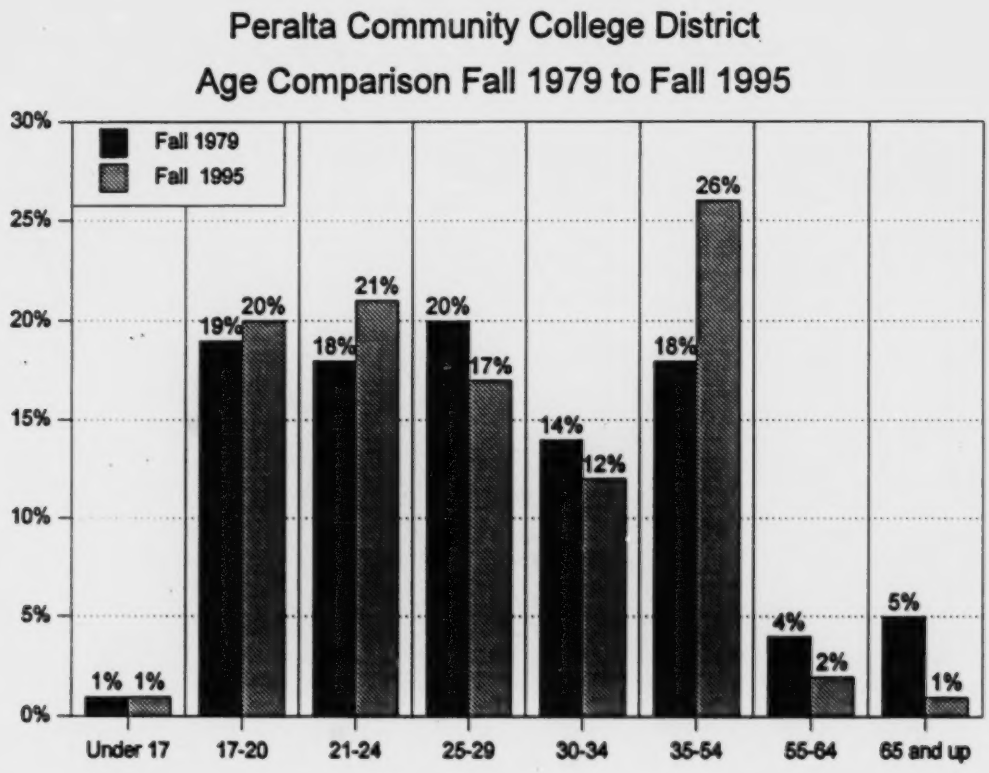
Vista College Enrollment by Ethnicity Fall 1989 - Fall 1995

		Total Enrollment	African American	Filipino	Asian	Hispanic/ Latino	Native American	White	Other	Unknown
1989	N	4,825	720	79	363	262	63	2,685	62	591
	%		15%	2%	8%	5%	1%	56%	1%	12%
1990	N	4,570	714	62	367	243	37	2,423	61	663
	%		16%	1%	8%	5%	1%	53%	1%	15%
1991	N	4,603	783	71	356	299	40	2,458	87	509
	%		17%	2%	8%	6%	1%	53%	2%	11%
1992	N	4,448	864	58	392	309	36	2,346	58	385
	%		19%	1%	9%	7%	1%	53%	1%	9%
1993	N	3,329	891	49	299	337	34	1,395	48	276
	%		27%	1%	9%	10%	1%	42%	1%	8%
1994	N	3,419	921	63	344	326	31	1,411	49	274
	%		27%	2%	10%	10%	1%	41%	1%	0.08
1995	N	3,342	976	68	328	324	27	1,324	53	242
	%		29%	2%	10%	10%	1%	40%	2%	7%

***Source:** Research Student Download, Student Success 1989-95, all credit enrollment*

Enrollment by Age

All four colleges have seen marked increases in the enrollment of students under age 25. A large percentage of Alameda County's high school graduates enroll at a community college. In 1993, Alameda county graduated over 10,000 high school students, about 20 percent of those graduates enrolled at the University of California or California State University, but 43.8 percent enrolled at a community college.

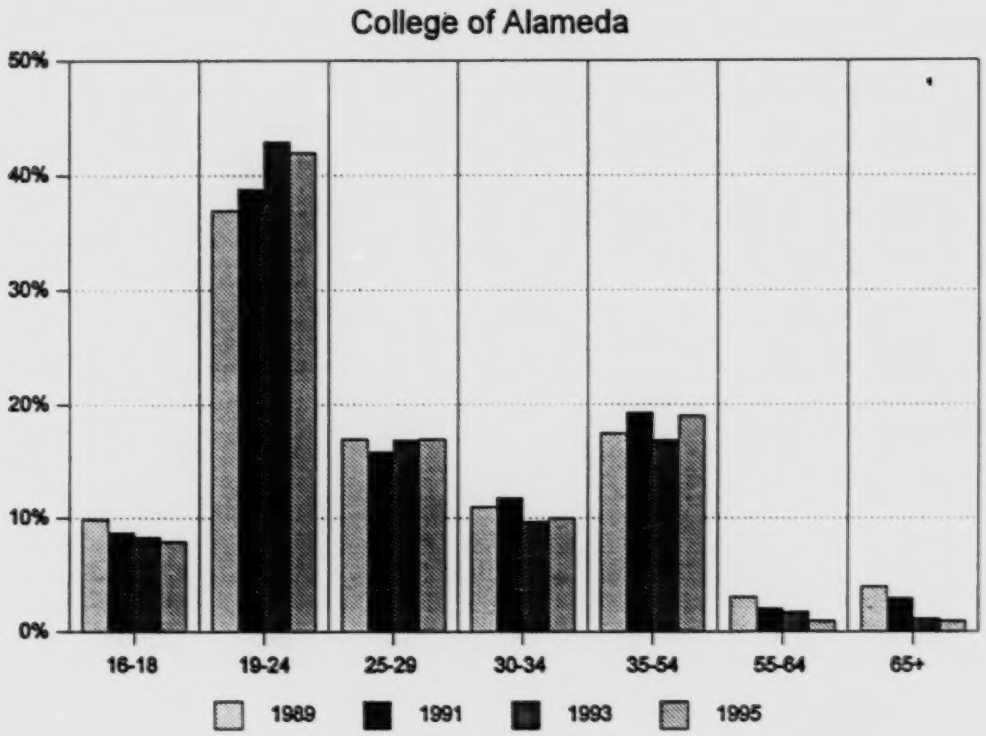


Source: 1979: Annual Report, PCCD Office of Institutional Analysis, 1995: Research Student Download, Student Success 1989-95; Unduplicated counts.

College of Alameda enrolls the youngest population, average age 27; Vista the oldest, average age 34. Fifteen years ago the average age of the district's student population was 32 years; it is currently 30. Nationally, the average age of community college students is 32; the modal age is 19.

The largest group of students at College of Alameda, Laney and Merritt is 19 to 24 years of age, the traditional college-going population. At Vista, historically a nontraditional college, the largest group of students is between the ages of 35 and 54 years.

Enrollment by Age
Fall 1989 - Fall 1995



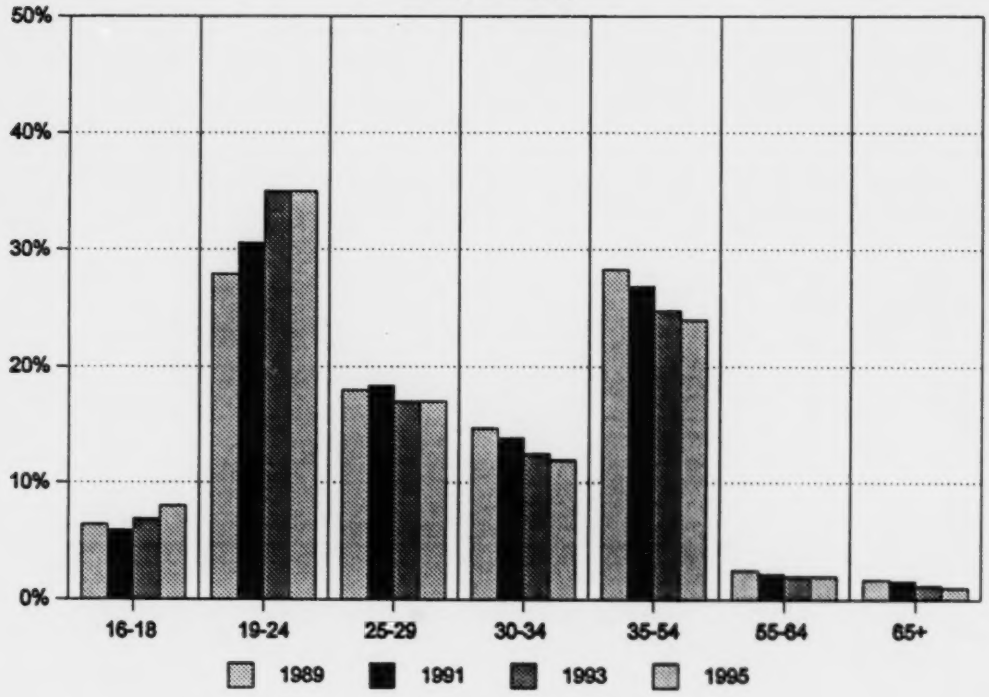
College of Alameda Enrollment by Age Fall 1989 - Fall 1995

	16-18		19-24		25-29		30-34		35-54		55-64		65 +	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
1989	614	10%	2,314	37%	1,077	17%	704	11%	1,103	18%	190	3%	243	4%
1990	597	9%	2,495	38%	1,071	16%	722	11%	1,234	19%	191	3%	205	3%
1991	591	9%	2,628	39%	1,101	16%	810	12%	1,308	19%	138	2%	194	3%
1992	534	8%	2,740	42%	1,075	17%	704	11%	1,242	19%	108	2%	84	1%
1993	517	8%	2,620	43%	1,040	17%	600	10%	1,062	17%	106	2%	74	1%
1994	611	10%	2,676	44%	988	16%	610	10%	987	16%	81	1%	39	1%
1995	451	8%	2,242	42%	922	17%	564	10%	1,029	19%	76	1%	62	1%

Source: *Research Student Download, Student Success 1989-95, all credit enrollment*

Enrollment by Age
Fall 1989 - Fall 1995

Laney College

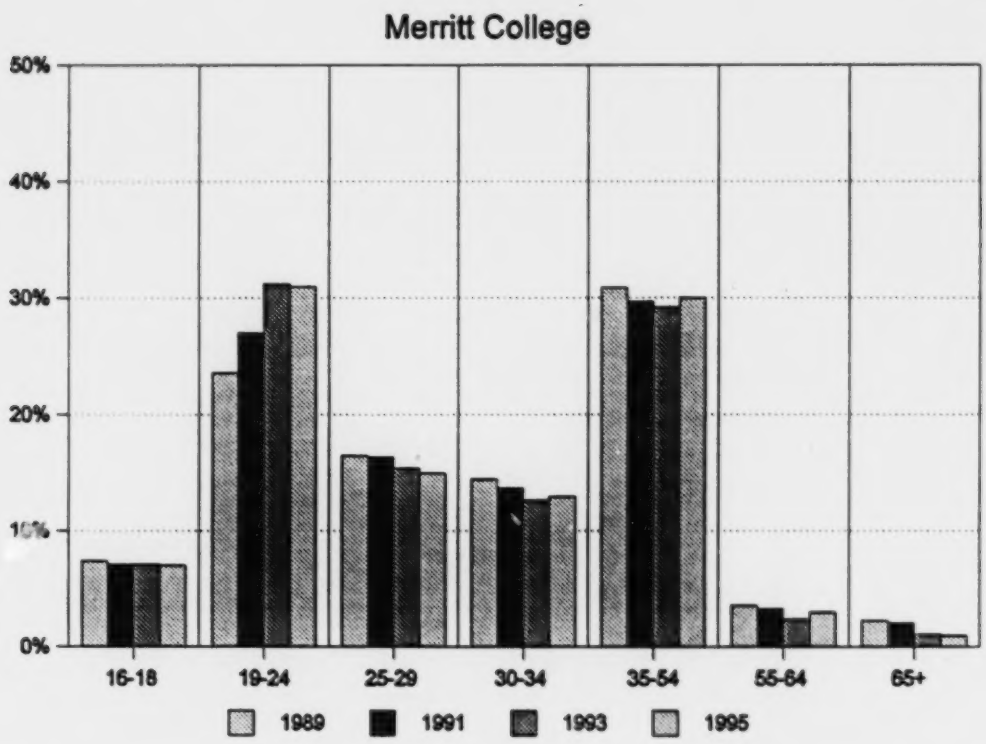


Laney College Enrollment by Age Fall 1989 - Fall 1995

	16-18		19-24		25-29		30-34		35-54		55-64		65+	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
1989	742	6%	3,240	28%	2,109	18%	1,718	15%	3,283	28%	284	3%	195	2%
1990	693	6%	3,357	30%	2,074	18%	1,589	14%	3,174	28%	274	2%	179	2%
1991	716	6%	3,736	31%	2,273	18%	1,711	14%	3,323	27%	272	2%	195	2%
1992	775	6%	3,976	33%	2,266	18%	1,630	13%	3,208	26%	246	2%	159	1%
1993	826	7%	4,202	35%	2,064	17%	1,529	13%	3,006	25%	238	2%	144	1%
1994	777	7%	3,946	35%	1,988	18%	1,406	12%	2,732	24%	227	2%	129	2%
1995	855	8%	4,028	35%	1,954	17%	1,394	12%	2,702	24%	245	2%	137	1%

Source: Research Student Download, Student Success 1989-95, all credit enrollment

Enrollment by Age
Fall 1989 - Fall 1995

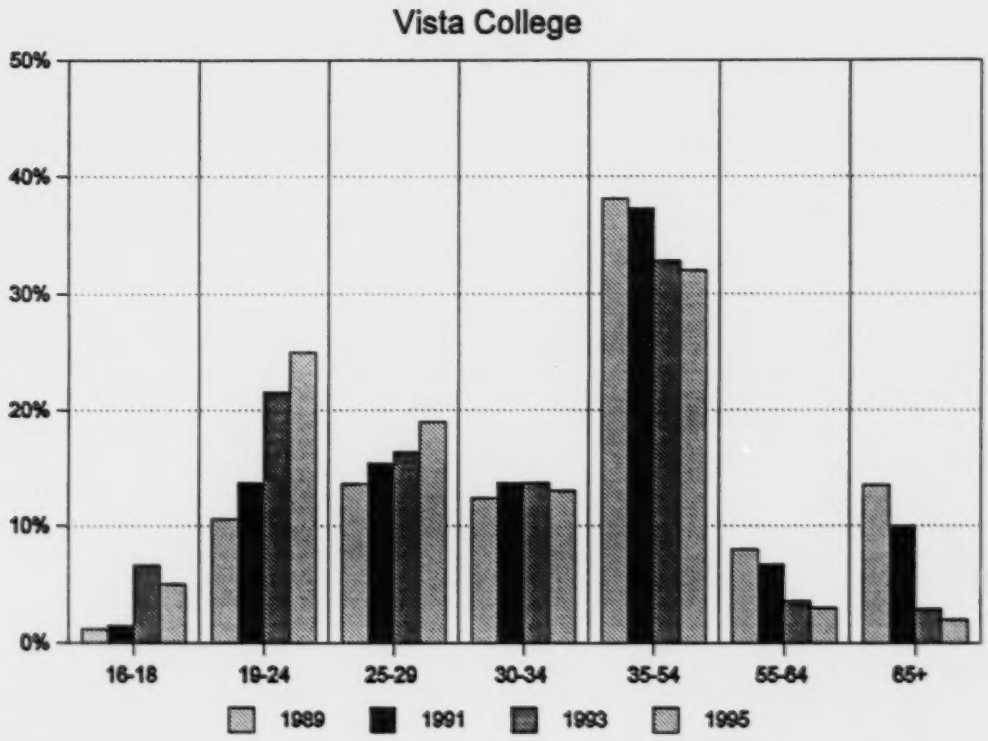


Merritt College Enrollment by Age Fall 1989 - Fall 1995

	16-18		19-24		25-29		30-34		35-54		55-64		65+	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
1989	551	7%	1,761	24%	1,244	17%	1,097	15%	2,314	31%	269	4%	169	2%
1990	697	10%	1,791	25%	1,124	15%	981	14%	2,068	29%	259	4%	161	2%
1991	526	7%	2,028	27%	1,229	16%	1,030	14%	2,217	30%	243	3%	153	2%
1992	499	8%	1,897	28%	1,074	16%	886	13%	2,024	30%	197	3%	106	2%
1993	400	7%	1,793	31%	891	15%	735	13%	1,671	29%	134	2%	64	1%
1994	451	8%	1,825	31%	929	16%	745	13%	1,627	28%	140	2%	59	1%
1995	374	7%	1,706	31%	849	15%	722	13%	1,693	30%	157	3%	61	1%

***Source:** Research Student Download, Student Success 1989-95, all credit enrollment*

Enrollment by Age
Fall 1989 - Fall 1995



Vista College Enrollment by Age Fall 1989 - Fall 1995

	16-18		19-24		25-29		30-34		35-54		55-64		65+	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
1989	58	1%	516	11%	660	14%	610	12%	1,832	38%	382	8%	641	14%
1990	49	1%	545	12%	660	14%	623	13%	1,778	39%	300	7%	509	12%
1991	67	2%	631	14%	716	15%	636	14%	1,709	37%	307	7%	455	10%
1992	110	3%	759	17%	680	15%	659	15%	1,585	36%	265	6%	343	8%
1993	218	7%	736	22%	559	16%	452	14%	1,075	33%	120	4%	97	3%
1994	189	5%	828	24%	569	16%	450	13%	1,087	32%	109	4%	84	4%
1995	162	5%	848	25%	632	19%	438	13%	1,073	32%	110	3%	53	2%

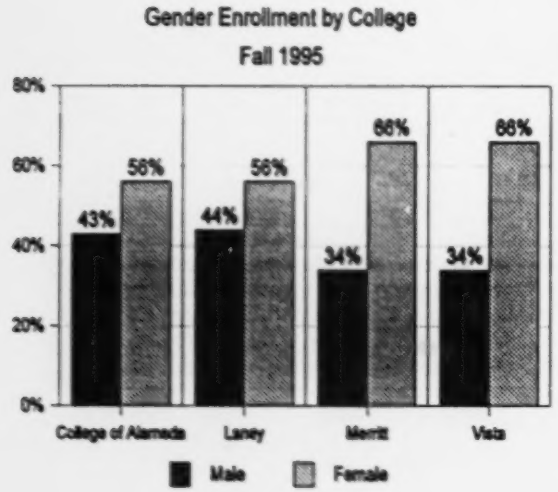
***Source:** Research Student Download, Student Success 1989-95, all credit enrollment*

Enrollment by Gender

Women have substantially expanded their level of postsecondary involvement throughout the United States and currently comprise 57.5% of total enrollment *[ERIC Digest, January 1995]*. Nationally, in 1992-93, women were awarded over half of all associate degrees (59%) and bachelor's degrees (54%) *[U.S. Department of Education, NCES]*. Women comprise 56.3% (Fall 1994) of California community college enrollment, up from 54.7% in Fall 1984. *[Chancellor's Office, Report on Enrollment, December 1995]*

Women are in the majority at all four of the Peralta colleges. In Fall 1995, district-wide, 60% of the student population was female. This is a five percentage point increase over the past 15 years (the larger number of uncoded students in 1979 may slightly overestimate the change).

Source: 1995: Research Student Download, Student Success, all credit enrollment



Enrollment by Gender 1989 - 1995

College of Alameda

	Male		Female	
1989	2,806	45%	3,470	55%
1990	2,840	43%	3,706	57%
1991	2,962	44%	3,824	56%
1992	2,825	44%	3,667	56%
1993	2,692	45%	3,334	55%
1994	2,654	44%	3,389	56%
1995	2,339	43%	3,035	56%

Laney College

	Male		Female	
1989	5,509	47%	6,124	53%
1990	5,250	46%	6,126	54%
1991	5,622	46%	6,653	54%
1992	5,500	45%	6,774	55%
1993	5,411	45%	6,641	55%
1994	5,037	45%	6,251	55%
1995	4,972	44%	6,410	56%

Merritt College

	Male		Female	
1989	2,935	39%	4,559	61%
1990	2,721	38%	4,514	62%
1991	2,764	37%	4,703	63%
1992	2,353	35%	4,340	65%
1993	2,000	35%	3,667	65%
1994	2,098	36%	3,759	64%
1995	1,890	34%	3,697	66%

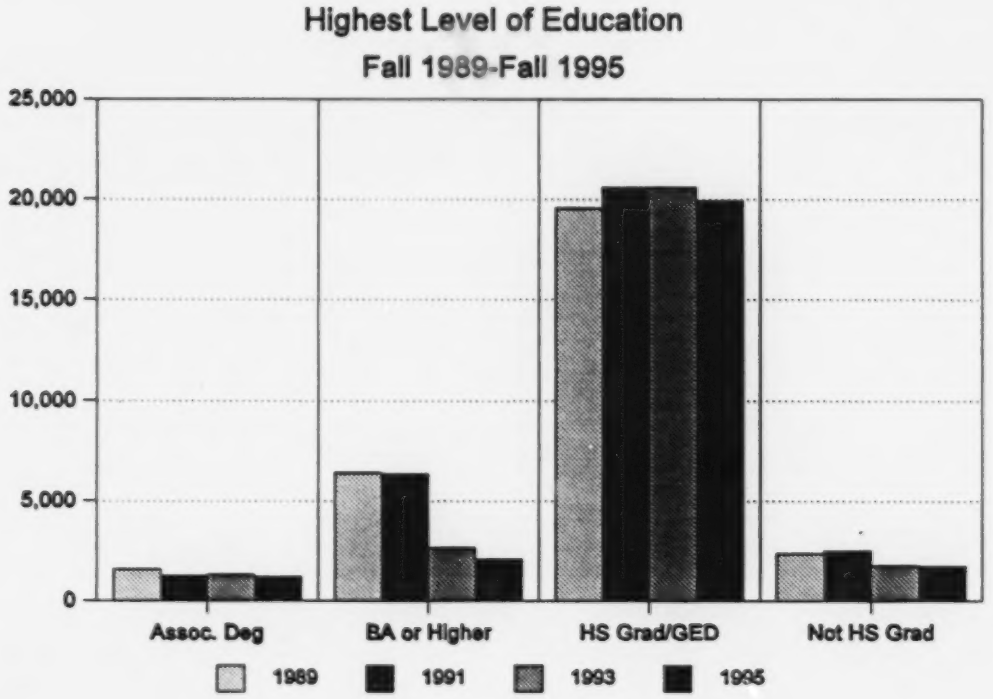
Vista College

	Male		Female	
1989	1,463	30%	3,360	70%
1990	1,349	30%	3,195	70%
1991	1,431	31%	3,172	69%
1992	1,374	31%	3,074	69%
1993	1,040	31%	2,284	69%
1994	1,140	33%	2,275	67%
1995	1,132	34%	2,209	66%

Enrollment by Highest Level of Education

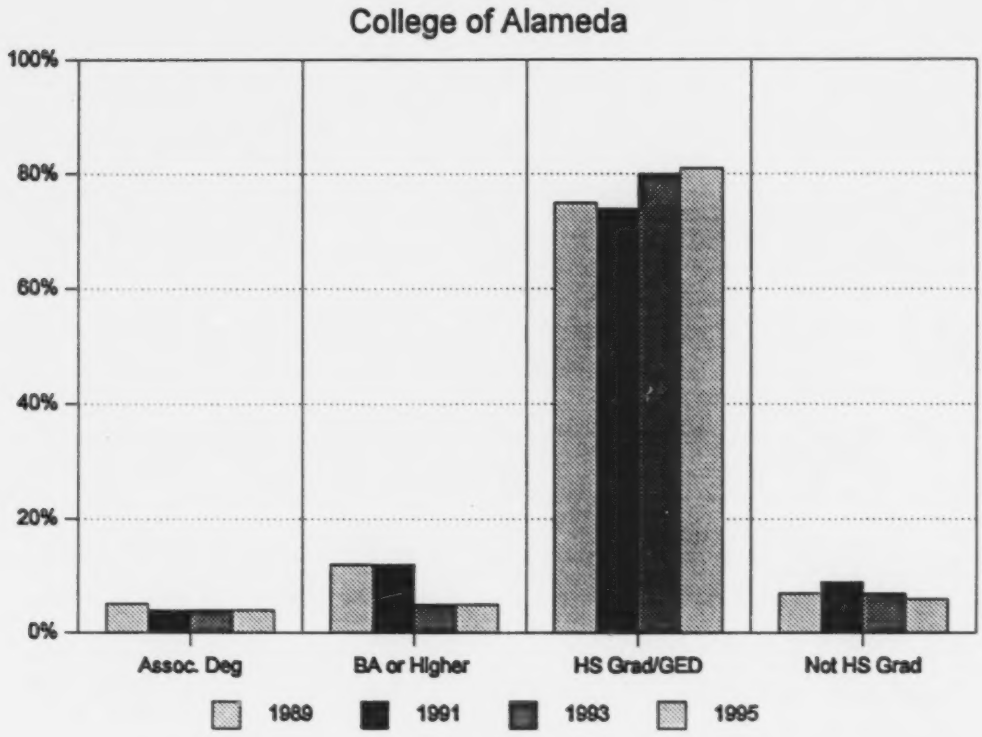
Enrollment of students who already possess a bachelor's degree fell over 50 percent due to the increase in fees from $6 to $50 per unit for degree holders, imposed as of Spring 1993. This special fee was rescinded in Spring 1995, but enrollment of degree holders is not yet back up to the pre-fee level. Currently, 8 percent (1,924) of the District's students possess a bachelor's degree or higher, compared to 18 percent (5,452) several years ago. Some of the departments/ disciplines that experienced the greatest decline in enrollment of B.A. degree holders were: Apparel Design and Merchandising, Art, Biology, Business, Child Development, Computer Information Systems, Dance, English, Environmental Studies, Foreign Languages, Landscape Horticulture, Media Communications, Music, Paralegal Studies, Physical Education, Photography, Real Estate and Welding.

Reasons for enrollment of students who already possess a bachelor's degree are varied. Over half of the degree holders at the Peralta colleges enrolled for personal development. The rest typically enrolled to acquire or update job skills or to maintain a certificate or license.



Source: Research Student Download, Student Success 1989-95, all credit enrollment

Enrollment by Highest Level of Education
Fall 1989 - Fall 1995

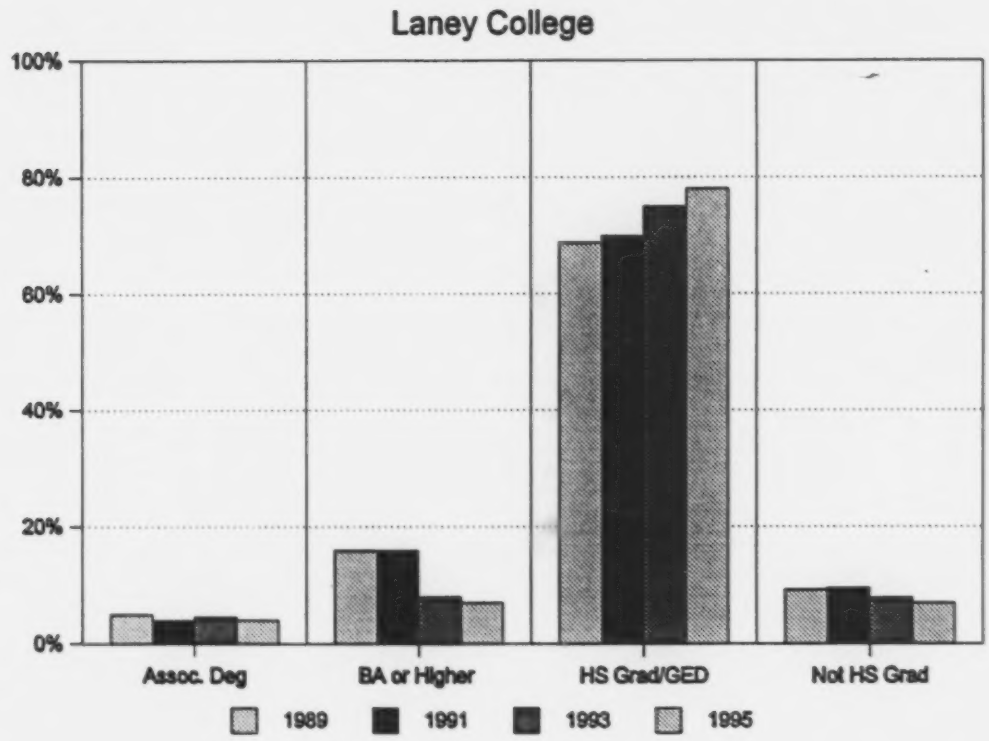


College of Alameda Enrollment by Highest Level of Education Fall 1989 - Fall 1995

	Assoc. Deg		BA or Higher		HS Grad/GED		High School Student		Not HS Grad	
	#	%	#	%	#	%	#	%	#	%
1989	305	5%	732	12%	4,714	75%	22	0%	439	7%
1990	293	4%	746	11%	4,997	76%	34	1%	476	7%
1991	293	4%	817	12%	5,038	74%	53	1%	585	9%
1992	255	4%	584	9%	5,049	78%	78	1%	495	8%
1993	266	4%	326	5%	4,942	80%	123	2%	431	7%
1994	222	4%	271	4%	4,932	83%	156	3%	389	6%
1995	228	4%	275	5%	4,379	81%	87	2%	348	6%

***Source:** Research Student Download, Student Success 1989-95, all credit enrollment*

Enrollment by Highest Level of Education
Fall 1989 - Fall 1995

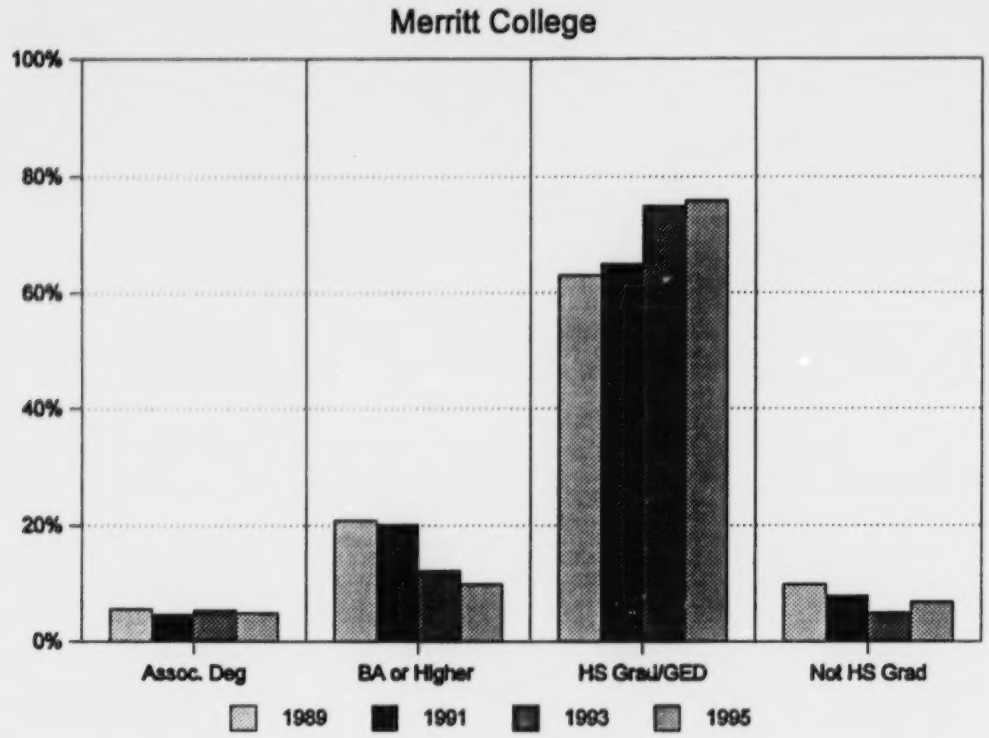


Laney College Enrollment by Highest Level of Education Fall 1989 - Fall 1995

	Assoc. Deg		BA or Higher		HS Grad/GED		High School Student		Not HS Grad	
	#	%	#	%	#	%	#	%	#	%
1989	591	5%	1,842	16%	8,034	69%	57	0%	1,062	9%
1990	501	4%	1,835	16%	7,917	69%	89	1%	1,034	9%
1991	498	4%	1,931	16%	8,531	70%	136	1%	1,176	10%
1992	554	5%	1,747	14%	8,680	71%	218	2%	985	8%
1993	552	5%	954	8%	9,153	75%	300	2%	955	8%
1994	518	5%	820	7%	8,620	77%	253	2%	892	8%
1995	464	4%	757	7%	8,876	78%	274	2%	846	7%

***Source:** Research Student Download, Student Success 1989-95, all credit enrollment*

Enrollment by Highest Level of Education
Fall 1989 - Fall 1995

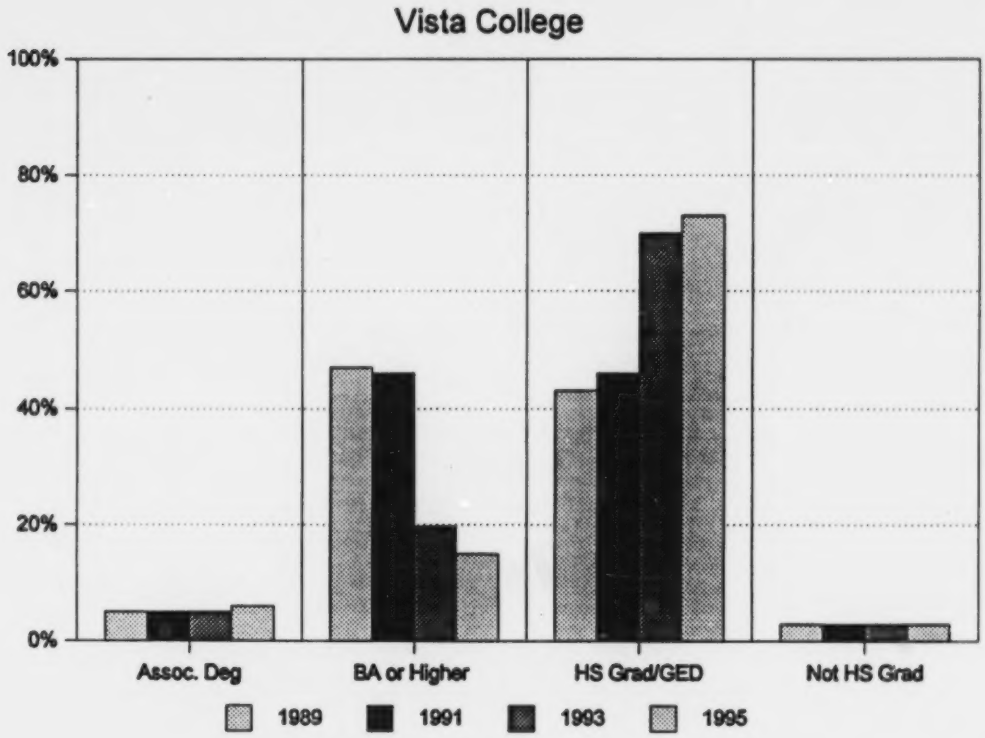


Merritt College Enrollment by Highest Level of Education Fall 1989 - Fall 1995

	Assoc. Deg		BA or Higher		HS Grad/GED		High School Student		Not HS Grad	
	#	%	#	%	#	%	#	%	#	%
1989	422	6%	1,544	21%	4,703	63%	76	10%	714	10%
1990	327	5%	1,376	19%	4,607	64%	304	1%	621	9%
1991	348	5%	1,472	20%	4,925	65%	109	4%	614	8%
1992	358	5%	1,311	20%	4,584	69%	68	1%	347	5%
1993	320	6%	707	12%	4,319	75%	51	1%	293	5%
1994	344	6%	559	10%	4,449	75%	127	2%	319	5%
1995	288	5%	549	10%	4,226	76%	77	1%	389	7%

***Source:** Research Student Download, Student Success 1989-95, all credit enrollment*

Enrollment by Highest Level of Education
Fall 1989 - Fall 1995



Vista College Enrollment by Highest Level of Education Fall 1989 - Fall 1995

	Assoc. Deg		BA or Higher		HS Grad/GED		High School Student		Not HS Grad	
	#	%	#	%	#	%	#	%	#	%
1989	259	5%	2,277	47%	2,100	43%	9	0%	150	3%
1990	215	5%	2,129	47%	1,973	43%	8	0%	158	3%
1991	218	5%	2,114	46%	2,096	46%	39	1%	134	3%
1992	200	4%	1,810	41%	2,238	50%	84	2%	108	2%
1993	178	5%	656	20%	2,188	70%	205	6%	86	3%
1994	179	5%	605	18%	2,330	68%	178	5%	108	3%
1995	203	6%	499	15%	2,449	73%	64	2%	108	3%

***Source:** Research Student Download, Student Success 1989-95, all credit enrollment*

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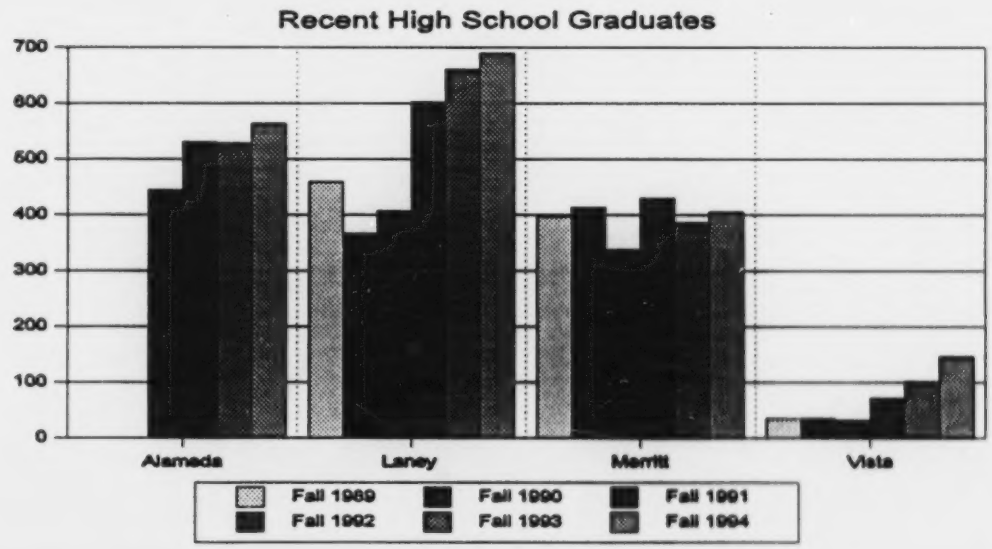
Enrollment Status

In the past five years, a number of factors have resulted in a decline in enrollment in all categories of students in the Peralta District, as in many community college districts statewide. Among these factors are restricted college budgets and reduced class offerings; substantial fee increases, particularly for students who already possess a bachelor's degree (rescinded in January 1996); a declining number of high school graduates and an increase in the drop out rate at the high schools in the feeder area; and, generally, the severe California and Bay Area economic recession.

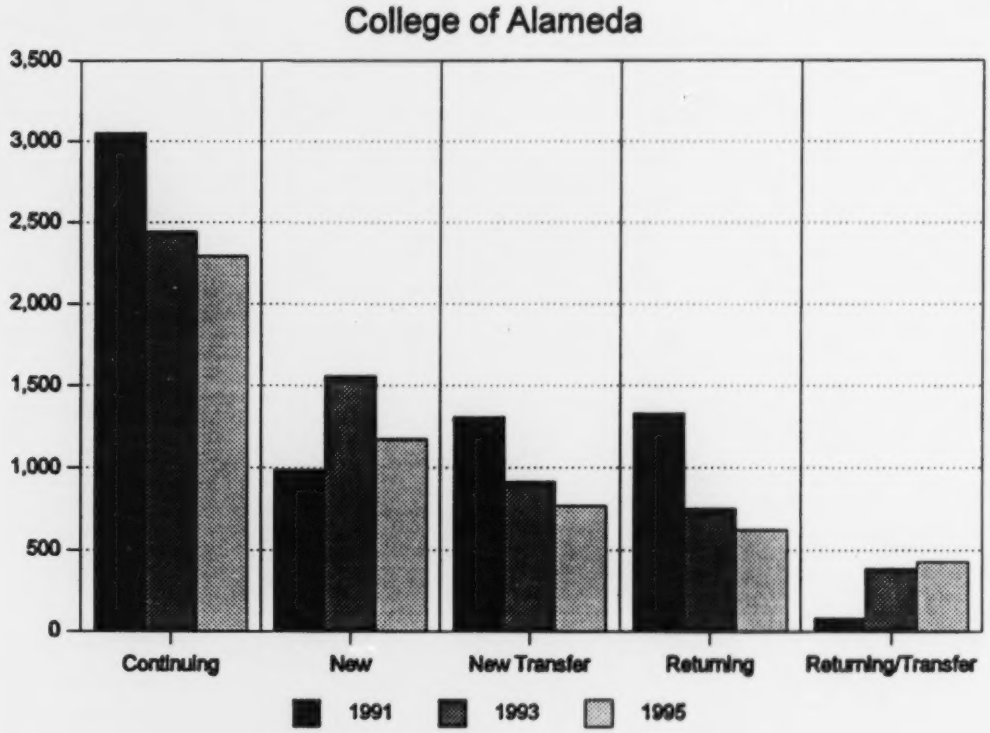
The number and percentage of continuing students has dropped at all the colleges. As noted above, several major increases in fees were enacted by the Legislature from Fall 1991 through Fall 1993, which may have hindered enrollment of some students. Additionally, most community college students are employed, many full-time. It is, therefore, not uncommon for students to stop out of college for a year or two. Some students attend a community college to upgrade their skills and may have achieved their educational goal after a semester or two. Others enroll in vocational or technical courses and are employed prior to completing the program.

Over 40% of Alameda County's highschool graduates enroll directly into a community college. In the Fall 1994, College of Alameda had the highest percentage of new students, 25 percent, followed by Merritt and Vista at 23 percent and Laney at 22 percent. Laney College enrolls the most recent high school graduates. College of Alameda and Vista have also shown increases in the number of recent high school graduates enrolled.



Data unavailable for College of Alameda, Fall 1989 and Fall 1990
***Source:** Research Student Download, new students with high school graduation year within the last two years*

Enrollment Status
Fall 1991 - Fall 1995



College of Alameda Enrollment Status Fall 1989 - Fall 1995

		Continuing	High School	New	New Transfer	Returning	Returning/ Transfer	Total
1991	#	3,052	36	991	1,312	1,322	84	6,797
	%	45%	1%	15%	19%	19%	1%	100%
1992	#	2,642	82	1,468	1,126	824	361	6,503
	%	41%	1%	23%	17%	13%	6%	100%
1993	#	2,443	105	1,559	919	755	386	6,167
	%	40%	2%	25%	15%	12%	6%	100%
1994	#	2,424	157	1,509	894	672	394	6,050
	%	40%	3%	25%	15%	11%	7%	100%
1995	#	2,295	89	1,175	770	624	427	5,380
	%	43%	2%	22%	14%	12%	8%	100%

***Source:** Research Student Download, Student Success, all credit enrollment*
Data for the College of Alameda for 1989 and 1990 are not available

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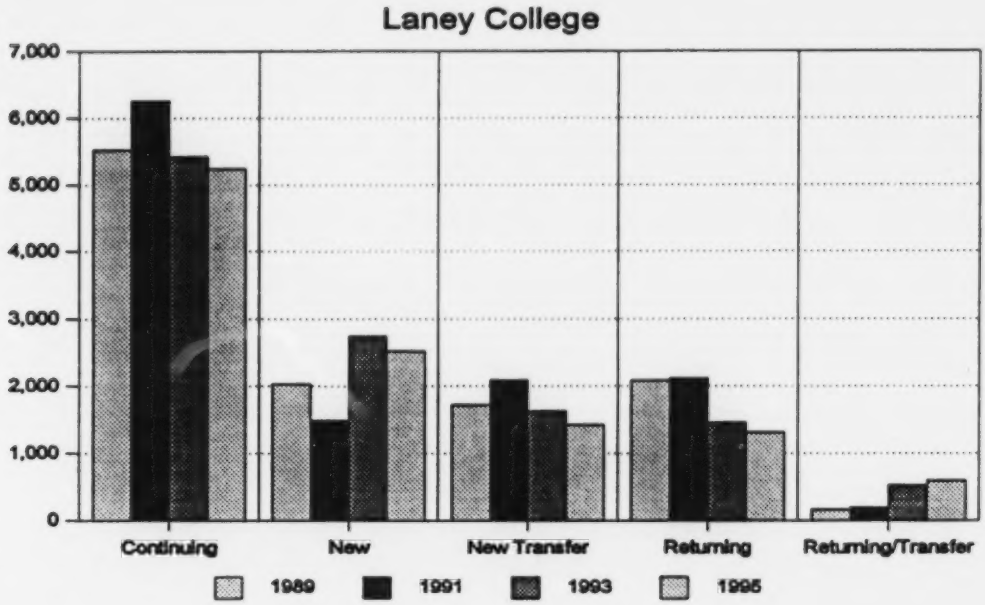
Enrollment Status
Fall 1989 - Fall 1995

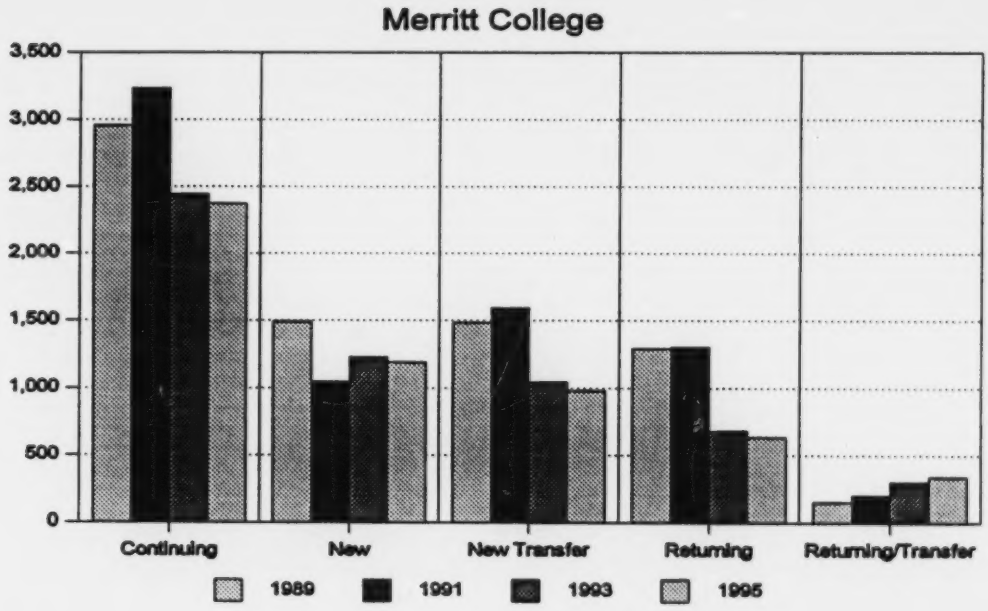


Laney College Enrollment Status Fall 1989 - Fall 1995

		Continuing	High School	New	New Transfer	Returning	Returning/ Transfer	Total
1989	#	5,520	97	2,042	1,720	2,086	168	11,633
	%	47%	1%	18%	15%	18%	1%	100%
1990	#	5,446	68	1,942	1,667	2,097	164	11,384
	%	48%	1%	17%	15%	18%	1%	100%
1991	#	6,267	90	1,494	2,098	2,126	204	12,279
	%	51%	1%	12%	17%	17%	2%	100%
1992	#	5,272	213	2,621	2,056	1,509	635	12,306
	%	43%	2%	21%	17%	12%	5%	100%
1993	#	5,423	296	2,741	1,628	1,459	536	12,083
	%	45%	2%	23%	13%	12%	4%	100%
1994	#	5,324	253	2,459	1,424	1,227	605	11,292
	%	47%	2%	22%	13%	11%	5%	100%
1995	#	5,241	275	2,526	1,427	1,317	603	11,389
	%	46%	2%	22%	13%	12%	5%	100%

Source: Research Student Download, Student Success, all credit enrollment

Enrollment Status
Fall 1989 - Fall 1995

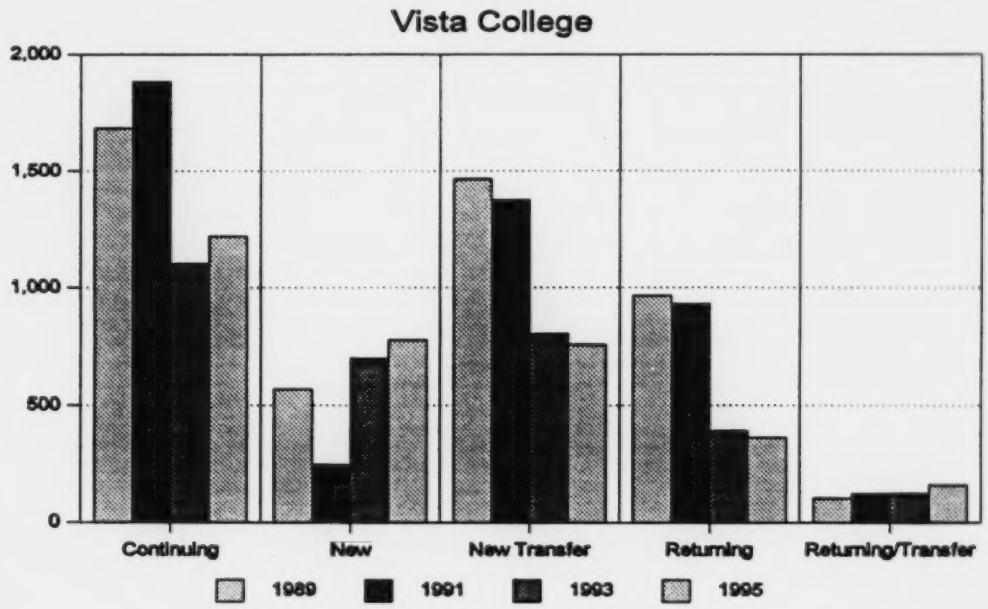


Merritt College Enrollment Status Fall 1989 - Fall 1995

		Continuing	High School	New	New Transfer	Returning	Returning / Transfer	Total
1989	#	2,958	120	1,490	1,483	1,293	150	7,494
	%	39%	2%	20%	20%	17%	2%	100%
1990	#	2,895	306	1,493	1,153	1,260	131	7,238
	%	40%	4%	21%	16%	17%	2%	100%
1991	#	3,235	94	1,048	1,595	1,304	202	7,478
	%	43%	1%	14%	21%	17%	3%	100%
1992	#	2,733	58	1,345	1,428	824	325	6,713
	%	41%	1%	20%	21%	12%	5%	100%
1993	#	2,444	47	1,229	1,043	682	301	5,746
	%	43%	1%	21%	18%	12%	5%	100%
1994	#	2,375	129	1,240	1,114	644	359	5,861
	%	41%	2%	21%	19%	11%	6%	100%
1995	#	2,371	77	1,190	979	637	338	5,592
	%	42%	1%	21%	18%	11%	6%	100%

***Source:** Research Student Download, Student Success, all credit enrollment*

Enrollment Status
Fall 1989 - Fall 1995



Vista College Enrollment Status Fall 1989 - Fall 1995

		Continuing	High School	New	New Transfer	Returning	Returning/ Transfer	Total
1989	#	1,686	30	569	1,468	967	105	4,825
	%	35%	1%	12%	30%	20%	2%	100%
1990	#	1,742	11	628	1,264	853	72	4,570
	%	38%	0%	14%	28%	19%	2%	100%
1991	#	1,885	38	248	1,376	932	124	4,603
	%	41%	1%	5%	30%	20%	3%	100%
1992	#	1,560	82	665	1,340	621	180	4,448
	%	35%	2%	15%	30%	14%	4%	100%
1993	#	1,103	206	700	803	393	124	3,329
	#	33%	6%	21%	24%	12%	4%	100%
1994	%	1,136	179	793	804	365	142	3,419
	#	33%	5%	23%	24%	11%	4%	100%
1995	#	1,219	64	778	757	363	161	3,342
	%	36%	2%	23%	23%	11%	5%	100%

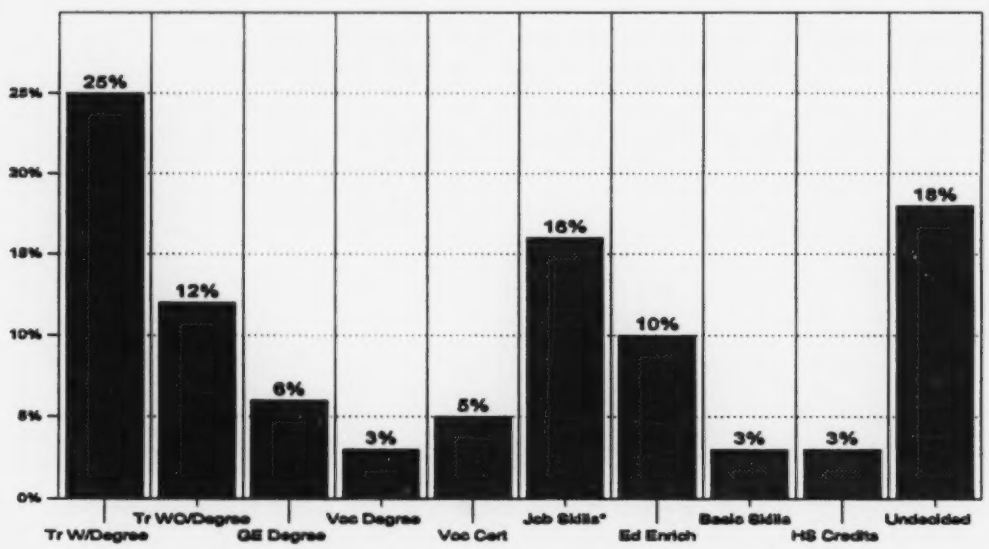
Source: Research Student Download, Student Success, all credit enrollment

Educational Goal

Over one-third of the students enrolled at the Peralta colleges indicate transfer as their goal. The percentage of students who declare transfer as a goal is highest at College of Alameda (43%). At Vista College, the number of students who indicate transfer as their educational goal has risen steadily, while the number of students enrolling for educational enrichment has fallen precipitously in the last five years as a result of the changing student fee structure and curriculum offered at the college. Statewide, for every 10 students enrolled, approximately four declared a goal of transfer (43%); three, occupational training (32%); two, undecided (16%); one, basic skills (3%) or other (6%).

The imposition of a $50/unit fee in Spring of 1993 for students who already possess a bachelor's degree caused a sharp decline at all the colleges in the number of students enrolled who declare educational enrichment as their goal.

Peralta District Enrollment by Educational Goal
Fall 1995

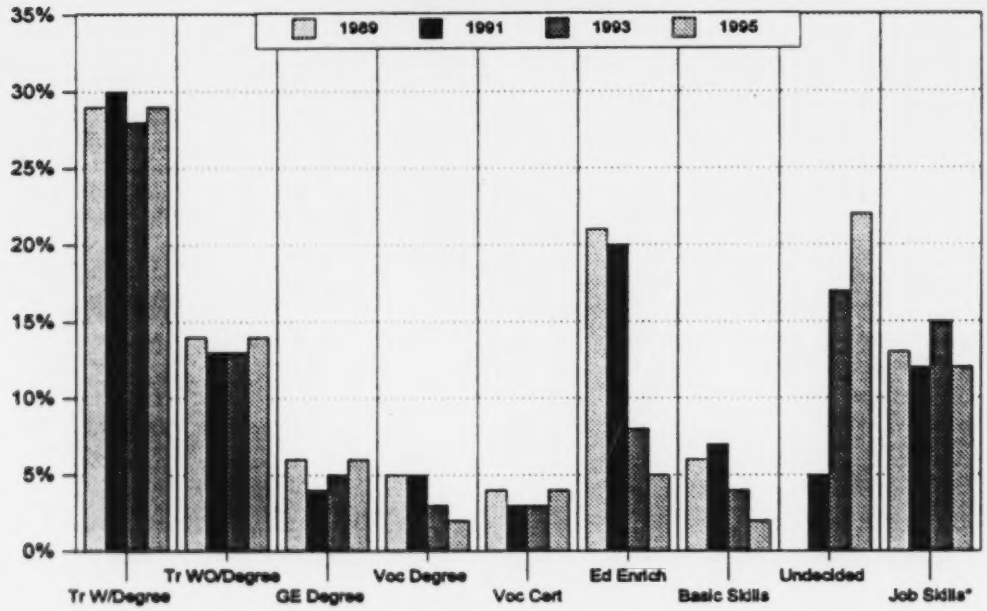


**This category includes the following:*
Acquire Job Skills, Career Interests, Certificate/License & Update Job Skills.

***Source:** /SDS (census date)*

Enrollment by Educational Goal
Fall 1989 - Fall 1995

College of Alameda



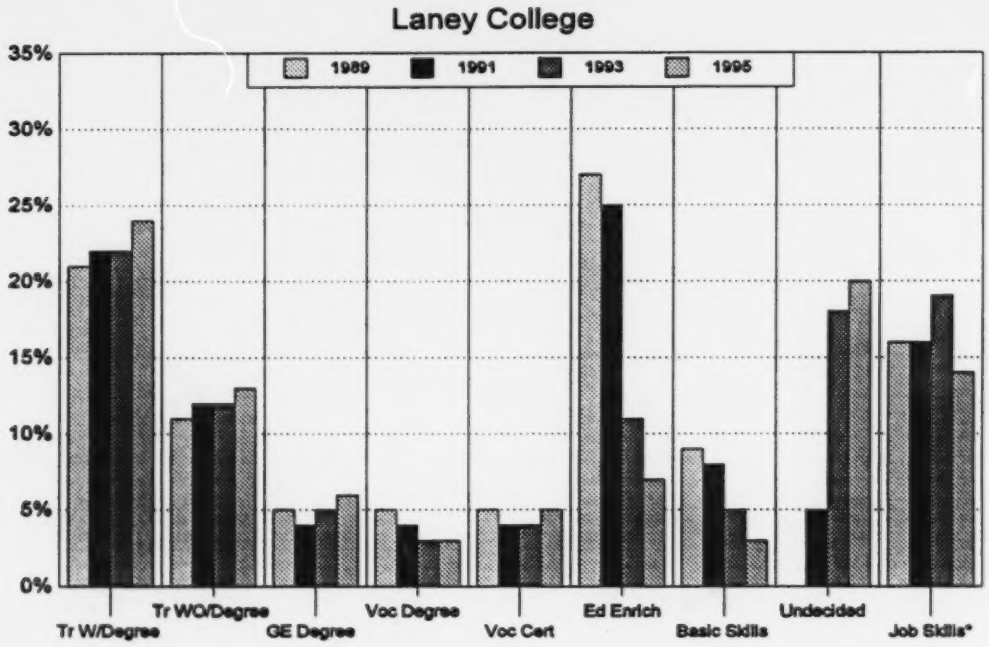
College of Alameda Enrollment by Educational Goal Fall 1989 - Fall 1995

	1989		1990		1991		1992		1993		1994		1995	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Job Skills*	855	13%	726	11%	837	12%	1,041	16%	909	15%	910	15%	671	12%
Basic Skills	412	6%	468	7%	487	7%	290	4%	236	4%	181	3%	120	2%
Ed Enrich.	1,353	21%	1,465	22%	1,390	20%	813	13%	495	8%	431	7%	289	5%
GE Degree	378	6%	330	5%	286	4%	301	5%	324	5%	325	5%	329	6%
HS Credits	0	0%	0	0%	0	0%	57	1%	124	2%	193	3%	164	3%
Tr W/Degree	1,847	29%	2,084	32%	2,048	30%	1,864	29%	1,718	28%	1,735	29%	1,537	29%
Tr WO/Degree	893	14%	930	14%	861	13%	896	14%	821	13%	760	13%	752	14%
Undecided	0	0%	0	0%	359	5%	769	12%	1,068	17%	1,168	20%	1,194	22%
Voc Cert.	233	4%	209	3%	205	3%	194	3%	185	3%	168	3%	206	4%
Voc Degree	306	5%	329	5%	310	5%	217	3%	179	3%	149	2%	113	2%
Unknown	139	2%	8	0%	14	0%	61	1%	108	2%	30	1%	15	0%
Total	6,416		6,549		6,797		6,503		6,167		6,050		5,380	

**This category includes the following: Acquire Job Skills, Career Interests, Certificate/License & Update Job Skills.*

The option of UNDECIDED was not available until the Fall 1991 term.
***Source:** Research Student Download, Student Success 1989-95, all credit enrollment*

Enrollment by Educational Goal
Fall 1989 - Fall 1995



Laney College Enrollment by Educational Goal Fall 1989 - Fall 1995

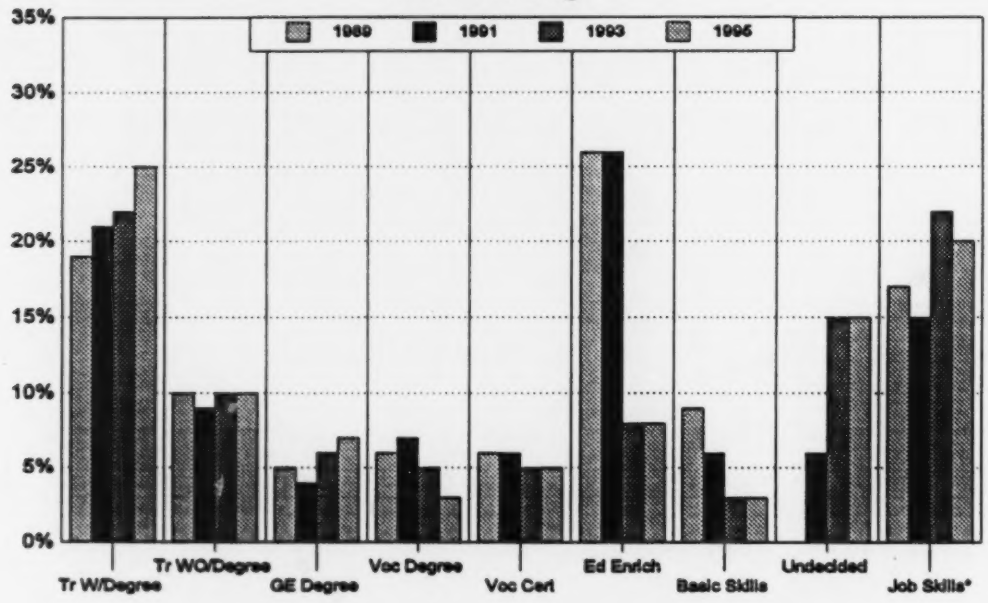
	1989		1990		1991		1992		1993		1994		1995	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Job Skills*	1,853	16%	1,851	16%	1,910	16	1,985	18	2,145	19	2,103	19	1,631	14%
Basic Skills	1,022	9%	941	8%	1,005	8%	798	6%	561	5%	427	4%	370	3%
Ed Enrich.	3,139	27%	3,221	28%	3,105	25	2,281	19	1,359	11	997	10	785	7%
GE Degree	631	5%	470	4%	459	4%	572	5%	602	5%	645	6%	628	6%
HS Credits	0	0%	0	0%	0	0%	106	1%	259	2%	245	2%	440	4%
Tr W/Degree	2,423	21%	2,570	23%	2,736	22	2,699	22	2,650	22	2,625	26	2,758	24%
Tr WO/Degree	1,336	11%	1,308	11%	1,435	12	1,412	11	1,401	12	1,372	14	1,525	13%
Undecided	0	0%	0	0%	636	5%	1,411	11	2,215	18	2,113	21	2,301	20%
Voc Cert.	529	5%	457	4%	439	4%	433	4%	438	4%	423	4%	600	5%
Voc Degree	606	5%	555	5%	549	4%	413	3%	347	3%	317	3%	285	3%
Unknown	94	1%	11	0%	5	0%	196	2%	106	1%	25	0%	86	1%
TOTAL	11,633		11,384		12,279		12,306		12,083		11,292		11,389	

**This category includes the following: Acquire Job Skills, Career Interests, Certificate/License & Update Job Skills.*

The option of UNDECIDED was not available until the Fall 1991 term.
Source: Research Student Download, Student Success 1989-95, all credit enrollment

Enrollment by Educational Goal
Fall 1989 - Fall 1995

Merritt College



Merritt College Enrollment by Educational Goal Fall 1989 - Fall 1995

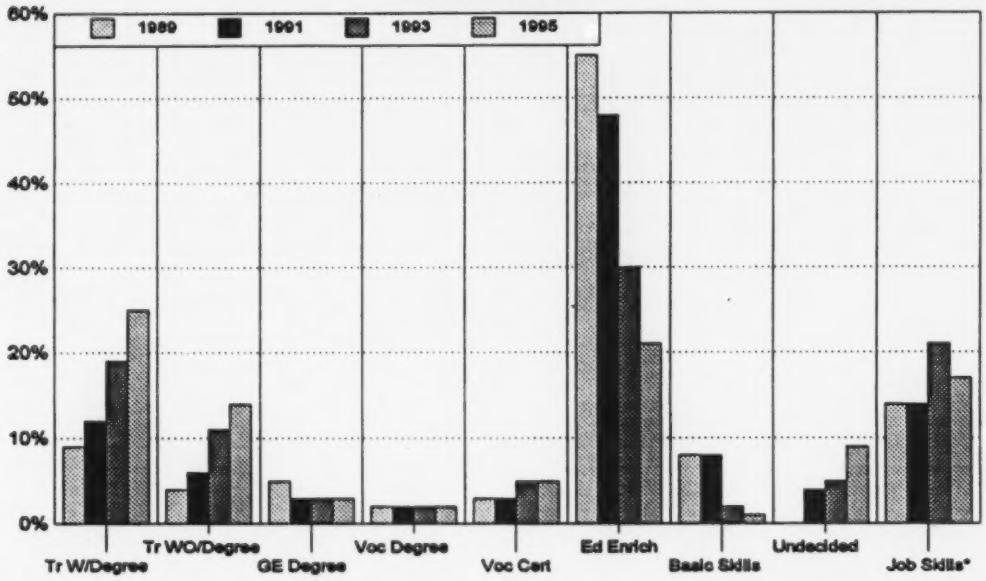
	1989		1990		1991		1992		1993		1994		1995	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Job Skills	1,292	17%	1,080	15%	1,110	15%	1,212	18%	1,251	22%	1,290	22%	1,135	20%
Basic Skills	646	9%	484	7%	430	6%	206	3%	167	3%	129	2%	151	3%
Ed Enrich.	1,972	26%	2,194	30%	1,955	26%	962	14%	486	8%	466	8%	448	8%
GE Degree	371	5%	305	4%	276	4%	312	5%	367	6%	393	7%	391	7%
HS Credits	0	0%	0	0%	0	0%	33	0%	66	1%	148	3%	128	2%
Tr W/Degree	1,454	19%	1,529	21%	1,566	21%	1,427	21%	1,253	22%	1,406	24%	1,403	25%
Tr WO/Degree	759	10%	732	10%	709	9%	654	10%	563	10%	543	9%	552	10%
Undecided	0	0%	0	0%	428	6%	586	9%	855	15%	970	17%	866	15%
Voc Cert.	465	6%	444	6%	443	6%	289	4%	264	5%	254	4%	297	5%
Voc Degree	466	6%	467	6%	547	7%	381	6%	261	5%	213	4%	178	3%
Unknown	69	1%	3	0%	14	0%	651	10%	213	4%	49	1%	43	1%
TOTAL	7,494		7,238		7,478		6,713		5,746		5,861		5,592	

**This category includes the following: Acquire Job Skills, Career Interests, Certificate/License & Update Job Skills.*

The option of UNDECIDED was not available until the Fall 1991 term.
Source: Research Student Download, Student Success 1989-95, all credit enrollment

Enrollment by Educational Goal
Fall 1989 - Fall 1995

Vista College



Vista College Enrollment by Educational Goal Fall 1989 - Fall 1995

	1989		1990		1991		1992		1993		1994		1995	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Job Skills*	660	14%	627	14%	635	14%	902	20%	699	21%	766	22%	565	17%
Basic Skills	382	8%	358	8%	372	8%	160	4%	79	2%	75	2%	47	1%
Ed Enrich.	2,662	55%	2,346	51%	2,224	48%	1,809	41%	1,005	30%	813	24%	693	21%
GE Degree	250	5%	185	4%	144	3%	139	3%	102	3%	113	3%	115	3%
HS Credits	0	0%	0	0%	0	0%	27	1%	69	2%	40	1%	38	1%
Tr W/Degree	431	9%	461	10%	552	12%	596	13%	631	19%	723	21%	847	25%
Tr WO/Degree	203	4%	229	5%	275	6%	356	8%	357	11%	415	12%	437	13%
Undecided	0	0%	0	0%	191	4%	192	4%	163	5%	240	7%	316	9%
Voc Cert.	125	3%	128	3%	125	3%	165	4%	150	5%	167	5%	159	5%
Voc Degree	78	2%	94	2%	83	2%	64	1%	54	2%	55	2%	59	2%
Unknown	34	1%	142	3%	2	0%	38	1%	20	1%	12	0%	66	2%
TOTAL	4,825		4,570		4,603		4,448		3,329		3,419		3,342	

**This category includes the following: Acquire Job Skills, Career Interests, Certificate/License & Update Job Skills.*

The option of UNDECIDED was not available until the Fall 1991 term.
Source: Research Student Download, Student Success 1989-95, all credit enrollment

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Enrollment by Declared Major

Districtwide, the most popular majors appear to be Health, Business, and Engineering, although the number of Business majors has declined in recent years. Certificate programs in specialized fields such as Health are also popular, reflecting students' desire to major in areas with immediate job and career prospects.

A large percentage of students at the Peralta colleges as well as other community colleges are undecided about a major field of study. Statewide, 1 in 6 community college students indicates "undecided" when asked about objectives. They tend to enroll in a broad range of courses to fulfill general education requirements and explore different fields. Progress has been made at the colleges through matriculation (Student Success Program) in assisting students in developing an educational plan and identifying a major.

Percentage of Students with Undecided Major Fall 1995

Alameda	Laney	Merritt	Vista
26%	27%	16%	14%

SOURCE: Research Student Download, Student Success 1989-95 all credit students

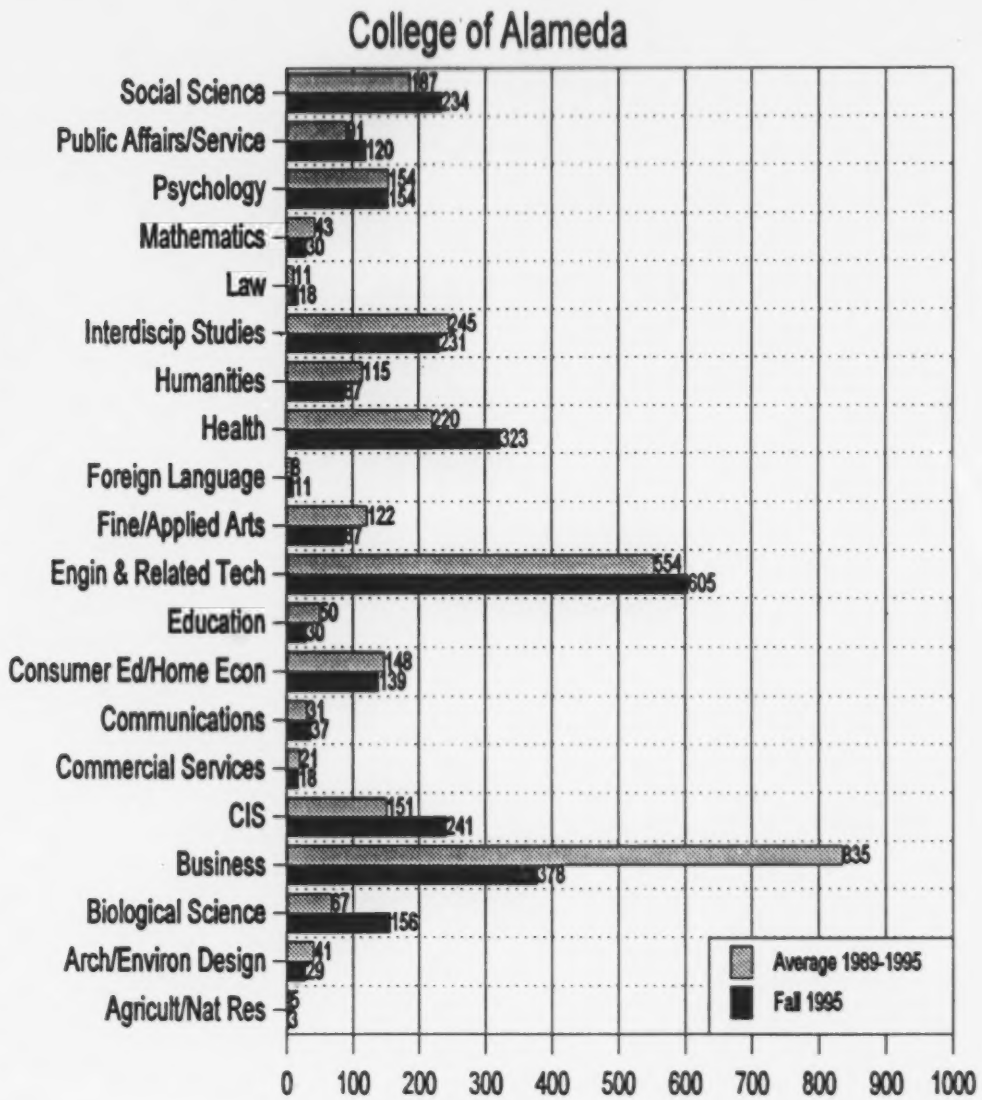
At College of Alameda, the four top majors in order of priority are: Business, Engineering and Related Technologies, Health, and Interdisciplinary Studies. In recent years, the number of Health majors has increased while Business has decreased.

At Laney College, the four top majors in order of priority are: Business, Engineering and Related Technologies, Health, and Fine/Applied Arts. Health, Commercial Services, and CIS have increased the number of majors, while Business has decreased. It is interesting to note that although Laney does not have an associate or certificate program in Health, it is one of the majors most often declared. This is due to the high percentage of students who attend more than one Peralta college in order to attain their educational goal. On average, 28% of the students at any one college, attend one or more of the other colleges.

At Merritt College, the two top majors are Health and Public Affairs/Services. These disciplines have continued to gain students over the past six years which points to the strong Nursing Program at Merritt College, and interest in various associate degree programs offered in Public Affairs and Services. Business and CIS rank third and fourth, respectively. While the number of Business majors has declined in recent years, Computer Information Systems majors have increased, reflecting the current need for communications and information processing skills.

At Vista College, the four top majors in order of priority are: Interdisciplinary Studies, Education, Business and CIS. In recent years, the number of Business majors has declined while the other three top majors gained considerably.

Number of Students by Major
Fall 1995 and Seven Year Average



***SOURCE:** Research Student Download, Student Success 1989-95, all credit students*

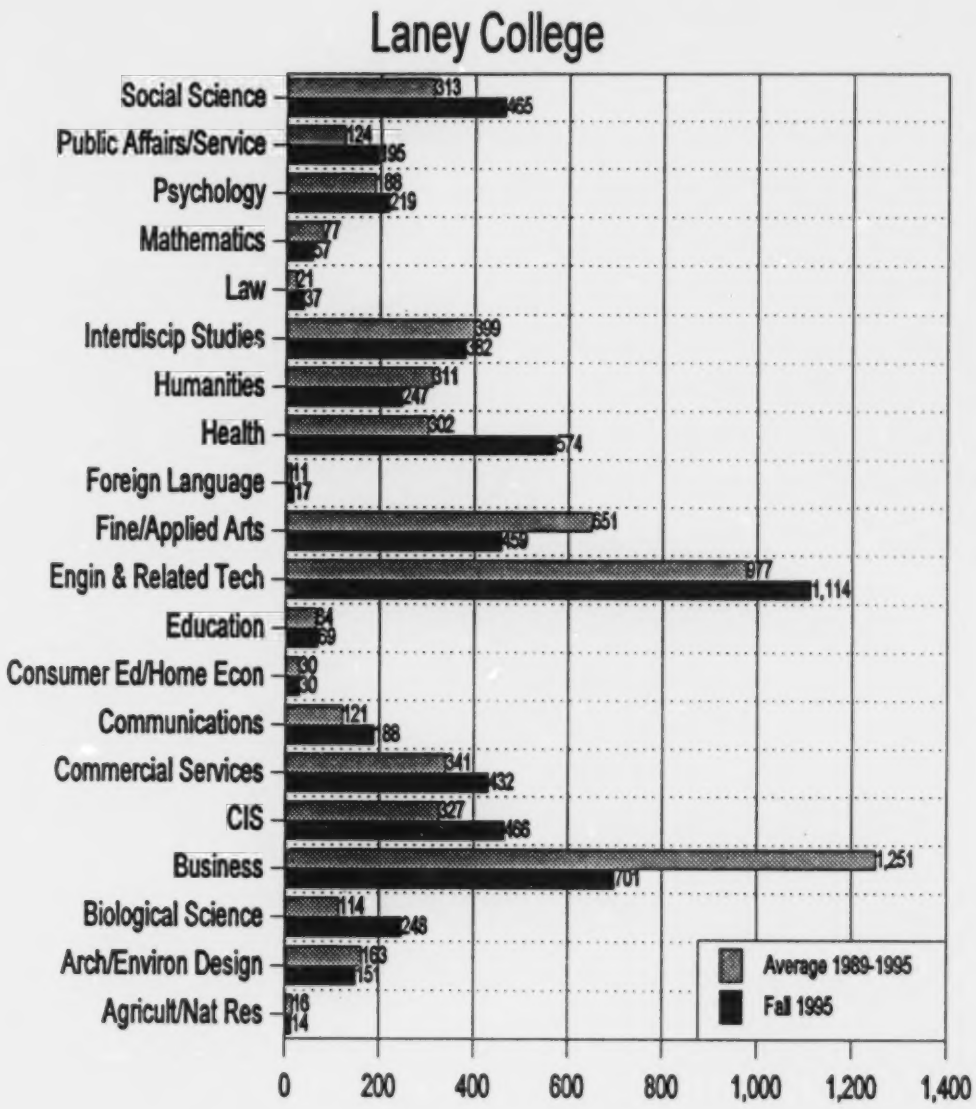
Number of Students by Major
Fall 1995 and Seven Year Average

College of Alameda

Matriculation Major	Fall 1995 #	Fall 1995 %	Average 1989-1995
Agricult/Nat Res	3	0%	5
Arch/Environ Design	29	1%	41
Biological Science	156	3%	67
Business	378	7%	835
CIS	241	4%	151
Commercial Services	18	0%	21
Communications	37	1%	31
Consumer Ed/Home Econ	139	3%	148
Education	30	1%	50
Engin & Related Tech	605	11%	554
Fine/Applied Arts	87	2%	122
Foreign Language	11	0%	8
Health	323	6%	220
Humanities	87	2%	115
Interdiscip Studies	231	4%	245
Law	18	0%	11
Mathematics	30	1%	43
Other/Unknown	223	4%	361
Psychology	154	3%	154
Public Affairs/Service	120	2%	91
Social Science	234	4%	187
Undecided	1421	26%	2184
Unknown	805	15%	603
Total	5380	100%	

SOURCE: *Research Student Download, Student Success 1989-95, all credit students*

Number of Students by Major
Fall 1995 and Seven Year Average



SOURCE: *Research Student Download, Student Success 1989-95, all credit students*

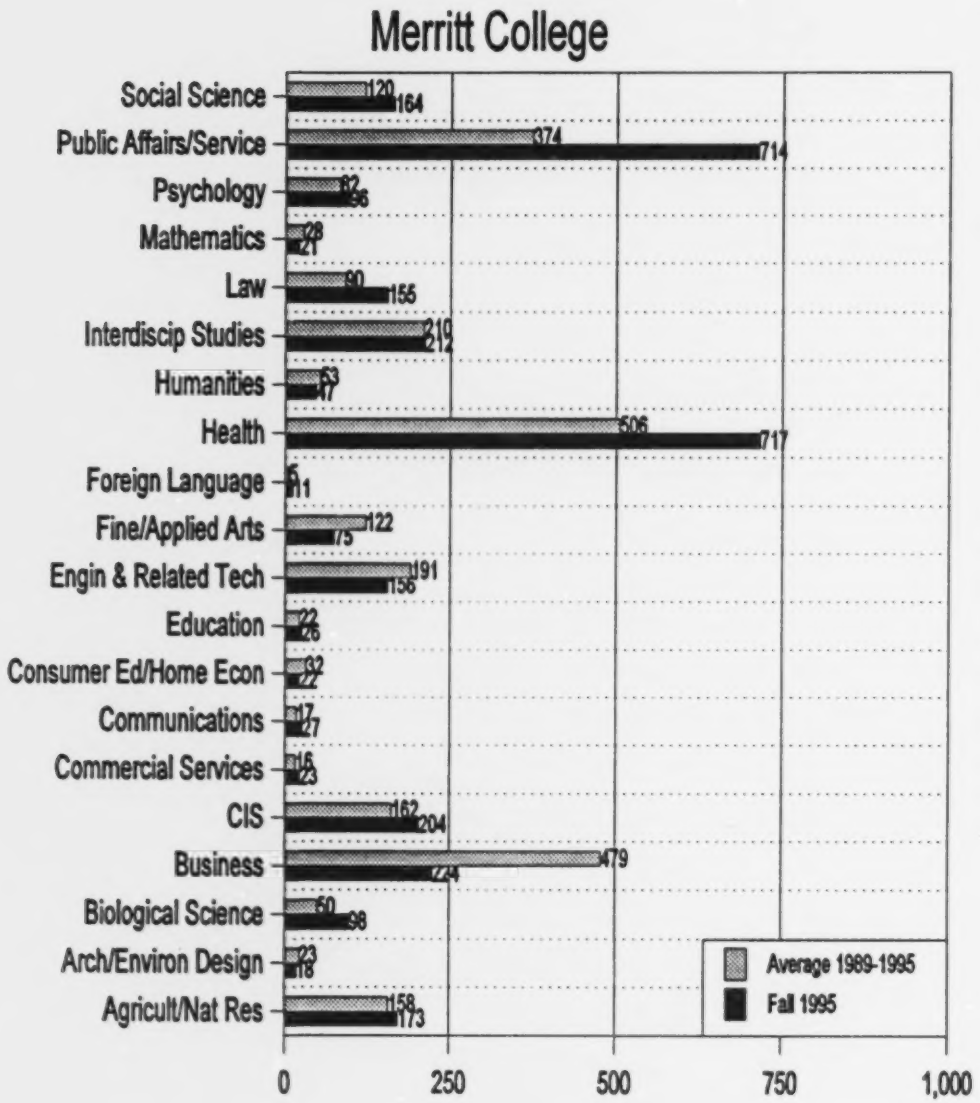
Number of Students by Major
Fall 1995 and Seven Year Average

Laney College

Matriculation Major	Fall 1995 #	Fall 1995 %	Average 1989-1995
Agricult/Nat Res	14	0%	16
Arch/Environ Design	151	1%	163
Biological Science	248	2%	114
Business	701	6%	1251
CIS	466	4%	327
Commercial Services	432	4%	341
Communications	188	2%	121
Consumer Ed/Home Econ	30	0%	30
Education	69	1%	64
Engin & Related Tech	1,114	10%	977
Fine/Applied Arts	459	4%	651
Foreign Language	17	0%	11
Health	574	5%	302
Humanities	247	2%	311
Interdiscip Studies	382	3%	399
Law	37	0%	21
Mathematics	57	1%	77
Other/Unknown	978	9%	948
Psychology	219	2%	188
Public Affairs/Service	195	2%	124
Social Science	465	4%	313
Undecided	3,075	27%	4134
Unknown	1,271	11%	882
Total	11,389	100%	

SOURCE: *Research Student Download, Student Success 1989-95, all credit students*

Number of Students by Major
Fall 1995 and Seven Year Average



SOURCE: *Research Student Download, Student Success 1989-95, all credit students*

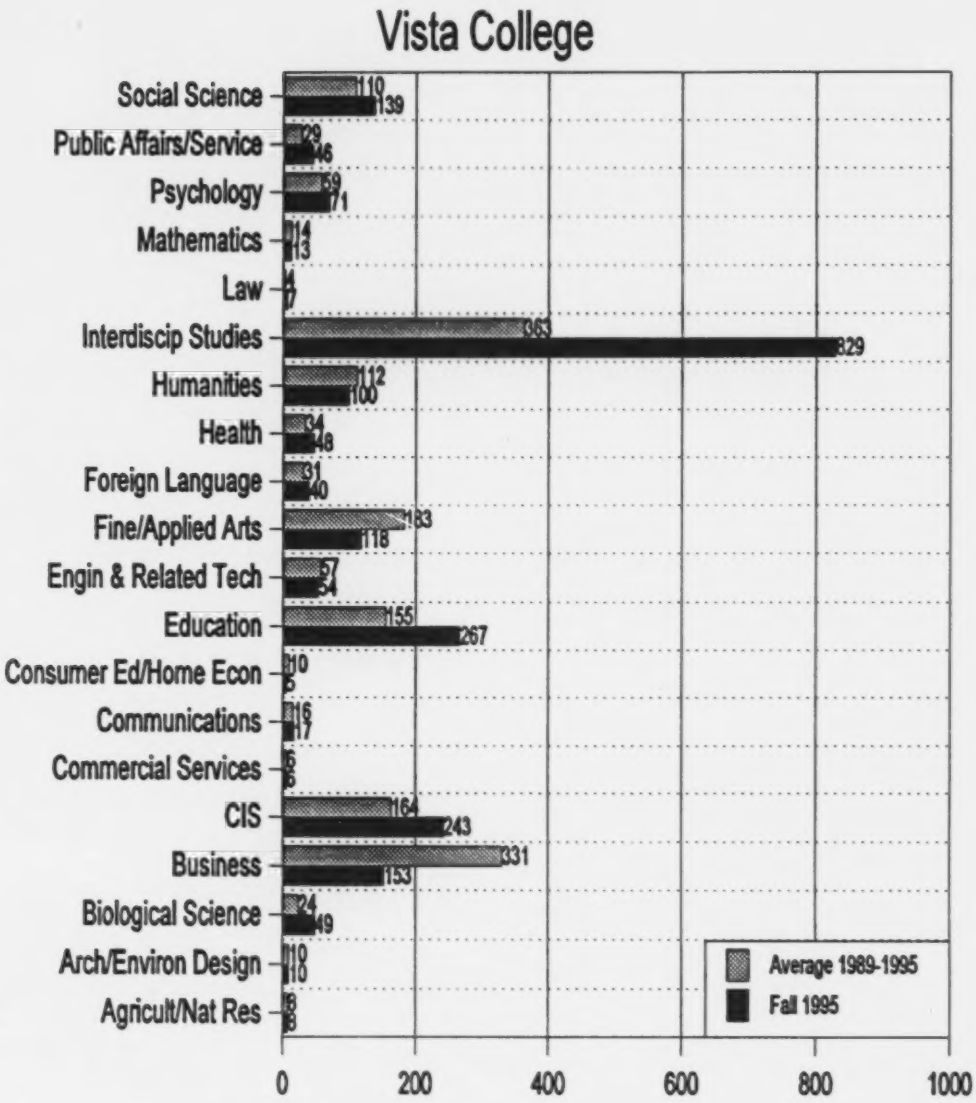
Number of Students by Major
Fall 1995 and Seven Year Average

Merritt College

Matriculation Major	Fall 1995 #	Fall 1995 %	Average 1989-1995
Agricult/Nat Res	173	3%	158
Arch/Environ Design	18	0%	23
Biological Science	98	2%	50
Business	224	4%	479
CIS	204	4%	162
Commercial Services	23	0%	16
Communications	27	0%	17
Consumer Ed/Home Econ	22	0%	32
Education	26	0%	22
Engin & Related Tech	156	3%	191
Fine/Applied Arts	75	1%	122
Foreign Language	11	0%	5
Health	717	13%	506
Humanities	47	1%	53
Interdiscip Studies	212	4%	210
Law	155	3%	90
Mathematics	21	0%	28
Other/Unknown	948	17%	570
Psychology	96	2%	82
Public Affairs/Service	714	13%	374
Social Science	164	3%	120
Undecided	897	16%	1630
Unknown	564	10%	583
Total	5,592	100%	

SOURCE: *Research Student Download, Student Success 1989-95, all credit students*

Number of Students by Major
Fall 1995 and Seven Year Average



SOURCE: *Research Student Download, Student Success 1989-95, all credit students*

Number of Students by Major
Fall 1995 and Seven Year Average

Vista College

Matriculation Major	Fall 1995 #	Fall 1995 %	Average 1989-1995
Agricult/Nat Res	8	0%	8
Arch/Environ Design	10	0%	10
Biological Science	49	1%	24
Business	153	5%	331
CIS	243	7%	164
Commercial Services	6	0%	6
Communications	17	1%	16
Consumer Ed/Home Econ	5	0%	10
Education	267	8%	155
Engin & Related Tech	54	2%	57
Fine/Applied Arts	118	4%	183
Foreign Language	40	1%	31
Health	48	1%	34
Humanities	100	3%	112
Interdiscip Studies	829	25%	363
Law	7	0%	4
Mathematics	13	0%	14
Other/Unknown	206	6%	919
Psychology	71	2%	59
Public Affairs/Service	46	1%	29
Social Science	139	4%	110
Undecided	474	14%	1237
Unknown	439	13%	199
Total	3,342	100%	

SOURCE: *Research Student Download, Student Success 1989-95, all credit students*

Special Populations

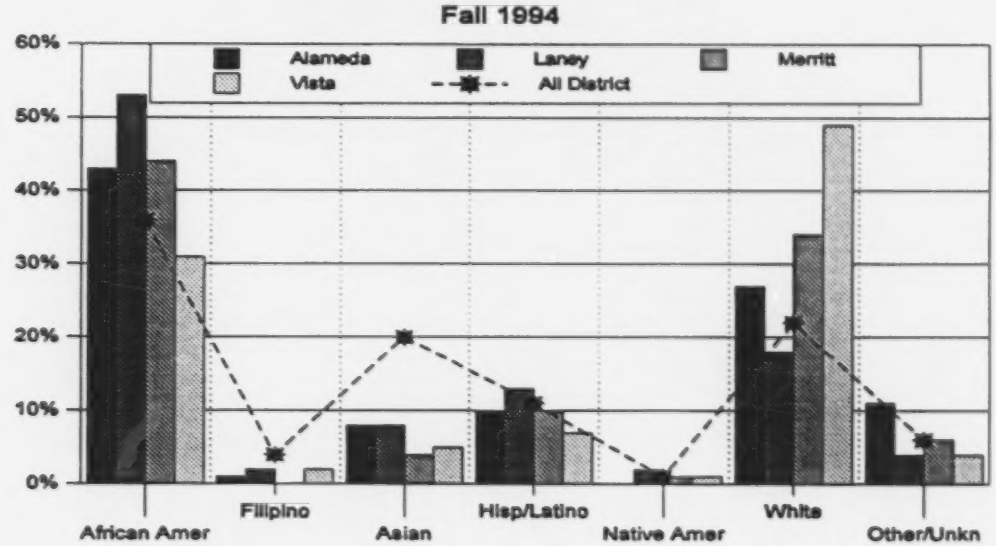
Disabled Students Programs and Services

According to a report released by the American Council on Education, about 9 percent (one in 11) of all first-time, full-time college students in the fall of 1994 reported they had a disability. Almost one-third of freshmen with disabilities (32%) cited a learning disability, compared with only 15 percent in 1988.

Nearly two-thirds of all public higher education students with disabilities were enrolled in community colleges. A study conducted by the American Association of Community Colleges (AACC) *[Eric, EDINFO, July 1994]* found that at the 547 two-year colleges that categorized students by type of disability, 35 percent had learning disabilities, 21 percent had mobility disabilities, 16 percent had chronic illnesses, 7 percent had hearing disorders, 7 percent had developmental disabilities, 5 percent had visual impairments, 5 percent had emotional/behavioral disorders, 4 percent had head injuries and 2 percent had speech and language disorders.

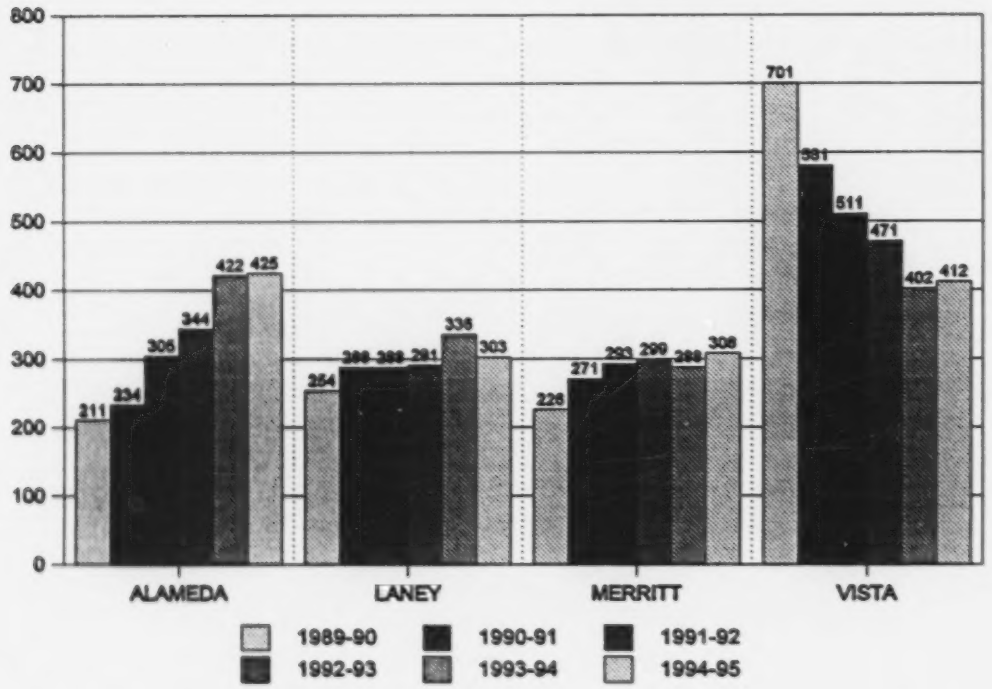
The Peralta colleges currently serve about 1,500 students with disabilities, 6.8 percent of the total population. College of Alameda serves the largest number of students (425). The largest group of students with disabilities served by College of Alameda (30%), Laney (38%), and Merritt (32%) were students with learning disabilities; at Vista, mobility impaired (41%). At all four colleges, Asian students are underrepresented among students with disabilities and African American and white students are overrepresented compared to the total student enrollment.

Disabled Students by Ethnicity
Fall 1994



Source: Research Student Download.
"All District" means total districtwide student enrollment

Disabled Student Enrollment by College 1989-90 Through 1994-95

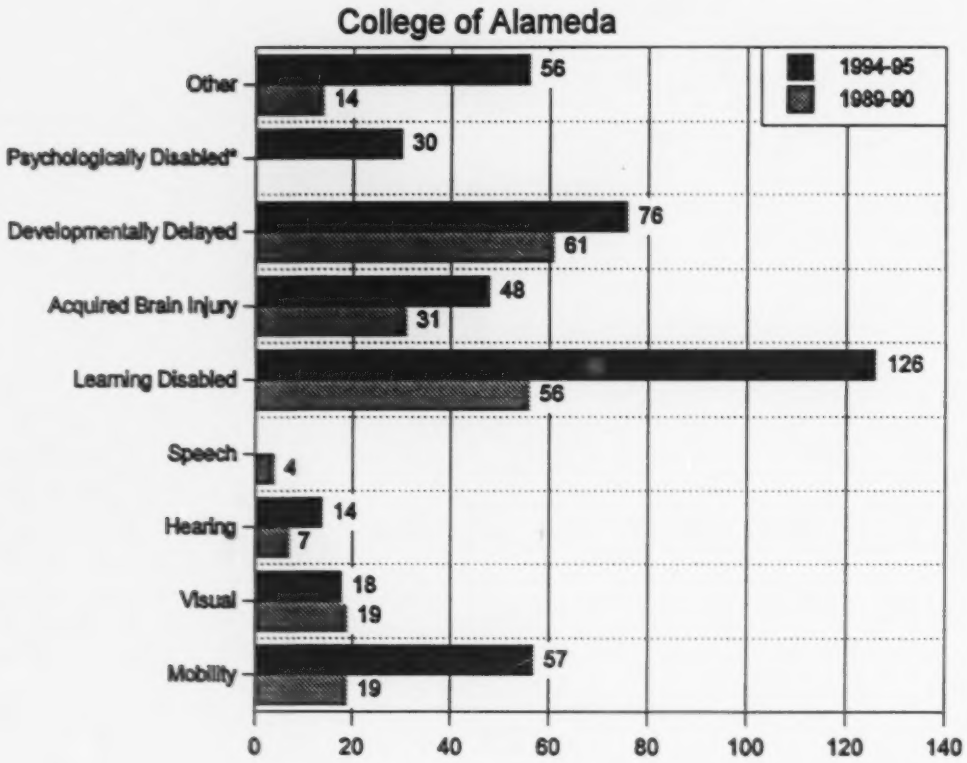


Disabled Student Enrollment by College 1989-90 Through 1994-95

	Alameda	Laney	Merritt	Vista
1989-90	211	254	226	701
1990-91	234	288	271	581
1991-92	305	288	293	511
1992-93	344	291	299	471
1993-94	422	336	288	402
1994-95	425	303	308	412

SOURCE: DSPS-5, End of Year Direct Excess Cost Report

Disabled Student Enrollment 1989-90 Through 1994-95

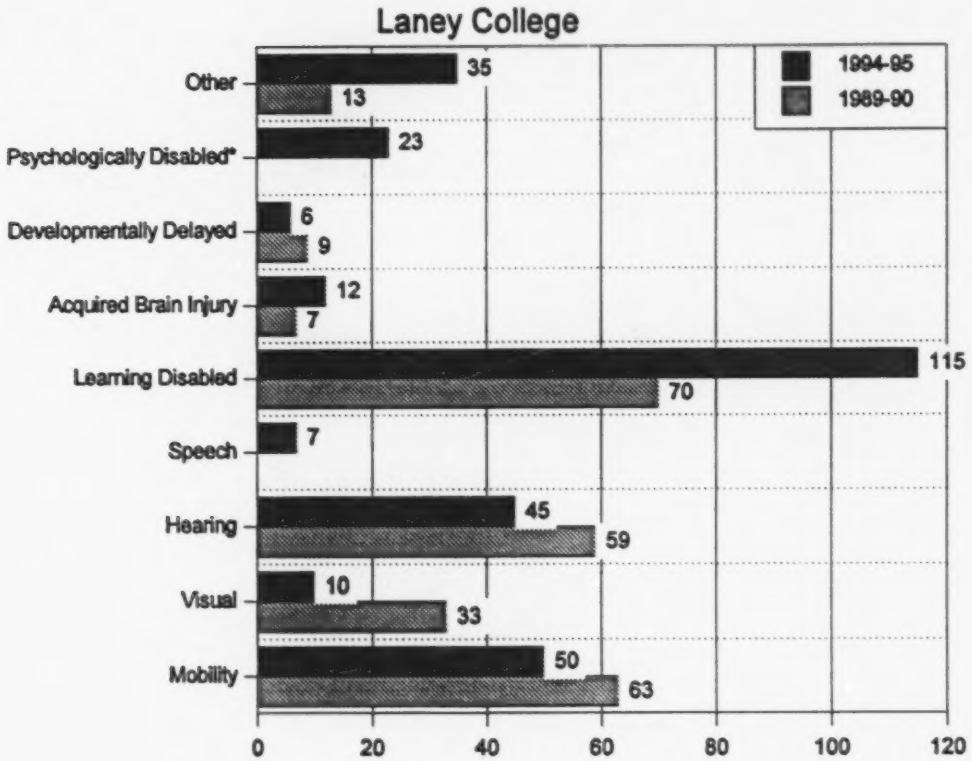


College of Alameda Disabled Student Enrollment 1989-90 Through 1994-95

Category of Disability	1989-90	1990-91	1991-92	1992-93	1993-94	1994-95
Mobility	19	31	40	39	55	57
Visual	19	9	13	24	26	18
Hearing	7	2	8	14	11	14
Speech	4	2	1	0	1	0
Learning Disabled	56	63	92	127	132	126
Acquired Brain Injury	31	40	37	40	49	48
Developmentally Delayed	61	73	92	58	76	76
Psychologically Disabled*			13	25	24	30
Other	14	14	9	17	48	56
Yearly Totals	211	234	305	344	422	425

SOURCE: DSPS-5, End of Year Direct Excess Cost Report
**This category was added in 1991*

Disabled Student Enrollment 1989-90 Through 1994-95

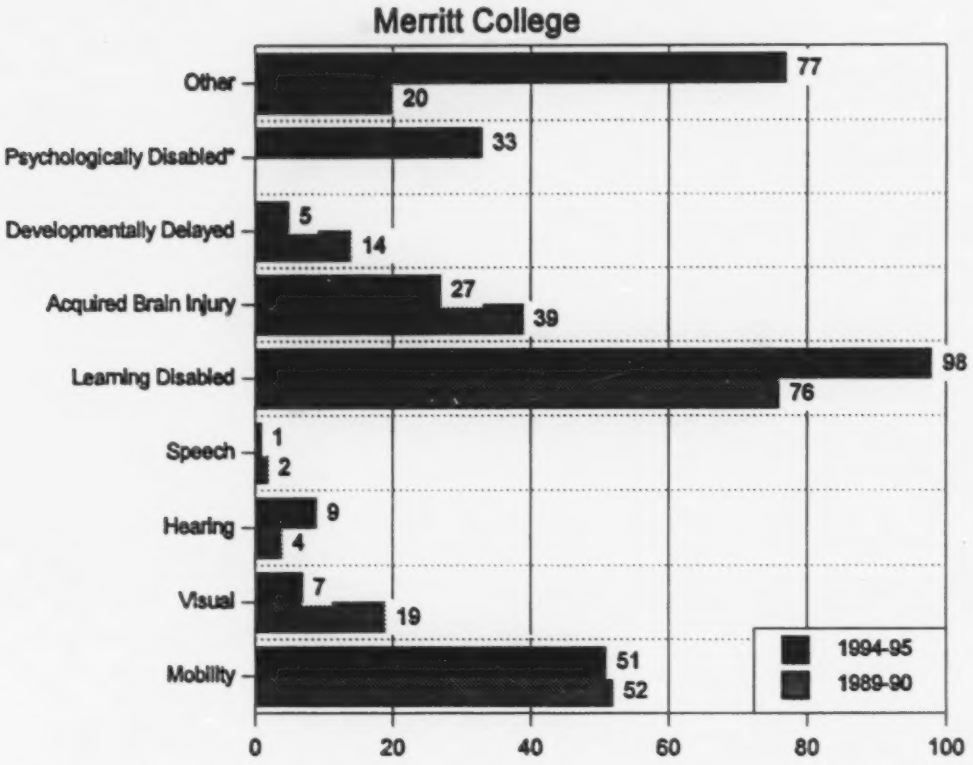


Laney College Disabled Student Enrollment 1989-90 Through 1994-95

Category of Disability	1989-90	1990-91	1991-92	1992-93	1993-94	1994-95
Mobility	63	74	66	54	63	50
Visual	33	23	26	20	10	10
Hearing	59	55	50	45	41	45
Speech	0	2	0	1	2	7
Learning Disabled	70	93	88	119	144	115
Acquired Brain Injury	7	12	6	8	13	12
Developmentally Delayed	9	11	10	11	4	6
Psychologically Disabled*			16	10	23	23
Other	13	18	26	23	36	35
Yearly Totals	254	288	288	291	336	303

SOURCE: DSPS-5, End of Year Direct Excess Cost Report
**This category was added in 1991*

Disabled Student Enrollment 1989-90 Through 1994-95

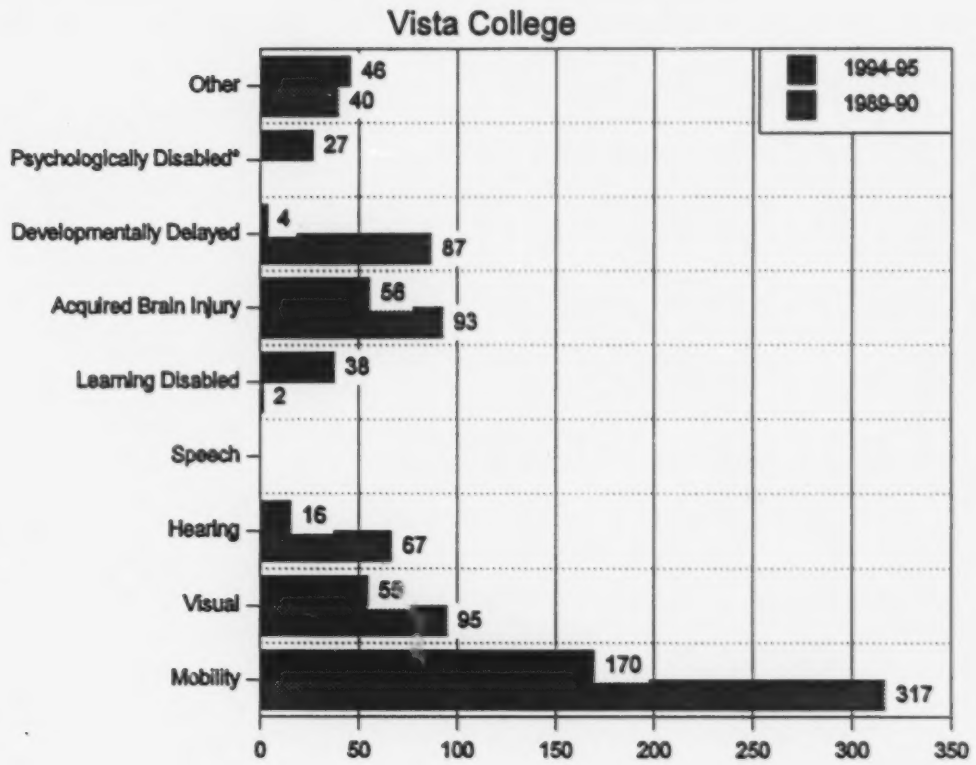


Merritt College Disabled Student Enrollment 1989-90 Through 1994-95

Category of Disability	1989-90	1990-91	1991-92	1992-93	1993-94	1994-95
Mobility	52	48	38	33	48	51
Visual	19	18	13	13	9	7
Hearing	4	3	2	6	5	9
Speech	2	2	2	1	1	1
Learning Disabled	76	137	131	124	103	98
Acquired Brain Injury	39	49	38	27	29	27
Developmentally Delayed	14	5	0	0	8	5
Psychologically Disabled*			48	63	21	33
Other	20	9	21	32	64	77
Yearly Totals	226	271	293	299	288	308

***SOURCE:** DSPS-5, End of Year Direct Excess Cost Report*
**This category was added in 1991*

Disabled Student Enrollment 1989-90 Through 1994-95



Vista College Disabled Student Enrollment 1989-90 Through 1994-95

Category of Disability	1989-90	1990-91	1991-92	1992-93	1993-94	1994-95
Mobility	317	241	200	209	167	170
Visual	95	93	76	70	69	55
Hearing	67	63	31	18	17	16
Speech	0	2	1	0	0	0
Learning Disabled	2	4	6	6	25	38
Acquired Brain Injury	93	73	89	81	56	56
Developmentally Delayed	87	78	69	43	26	4
Psychologically Disabled*			15	13	28	27
Other	40	27	24	31	14	46
Yearly Totals	701	581	511	471	402	412

SOURCE: DSPS-5, End of Year Direct Excess Cost Report
**This category was added in 1991*

Extended Opportunities Programs and Services EOPS

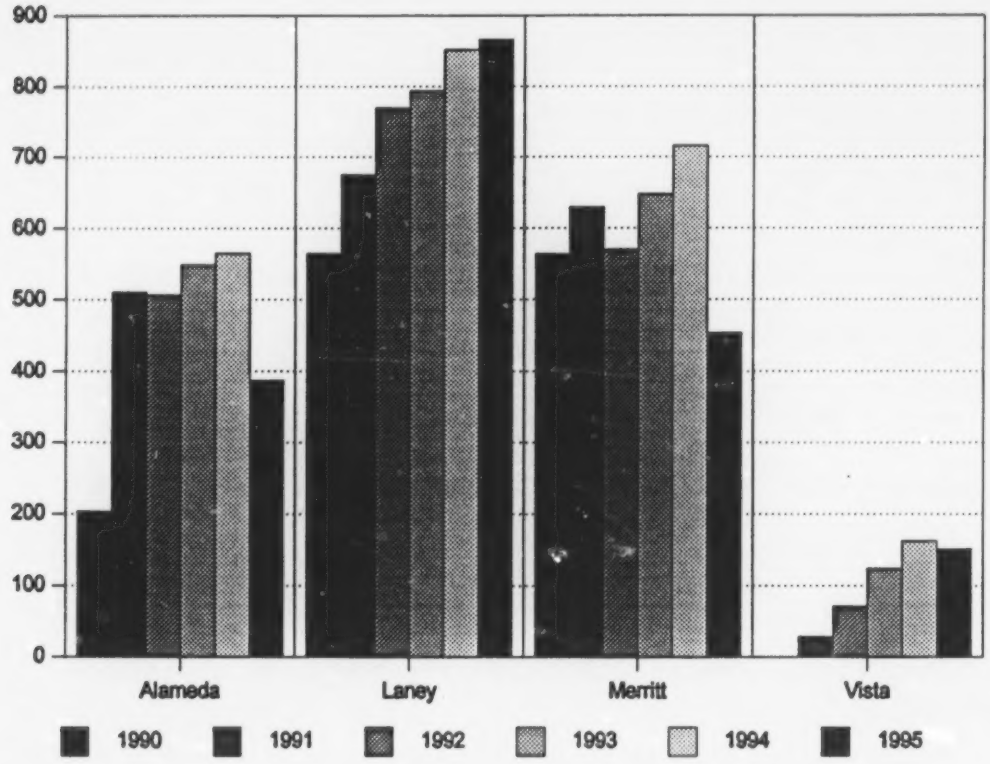
The Extended Opportunity Program and Services (EOPS) is a state-funded, special enrichment program for students who historically have been under-represented in higher education. The goal of the program is to increase the opportunity of high risk, low income, culturally or linguistically disadvantaged students to enter and succeed in college. Program components are: (1) Outreach, including recruitment and pre-entry services such as orientation and registration assistance and Summer Academy; (2) Instructional development and Services such as basic skills instruction, tutoring, book loans; (3) Counseling services, including assessment test interpretation, educational plan development, general personal and academic counseling, peer advising, mentoring and progress monitoring; (4) Transition Services, including college/university transfer programs and job/career transition; (5) Special Activities, such as child care services, cultural enrichment activities and other special projects; (6) Direct Aid such as grants, work study opportunities, and other financial aid.

Students are eligible for the EOPS Program if they are California residents, enroll full-time, are educationally disadvantaged, have fewer than 70 units of degree applicable college credits, qualify to receive a Board of Governor's Grant (BOGG) and meet one or more of the following criteria:

* Did not graduate from high school, pass the California High School Proficiency Examination, or obtain the General Education Diploma
* Do not qualify for the minimum level English or mathematics course work required for an associate degree;
* Were previously enrolled in remedial education courses
* Are the first in their family to attend college
* Are foreign born residents with language difficulty
* Meet other criteria considered relevant by the Program Director

At least ninety percent of EOPS students must be enrolled full-time to maintain eligibility. A college may serve a small number of part-time students (9 to 11.5 units) if that number does not exceed ten percent of the total population served.

Extended Opportunity Programs & Services Enrollment by College Fall 1990 - Fall 1995



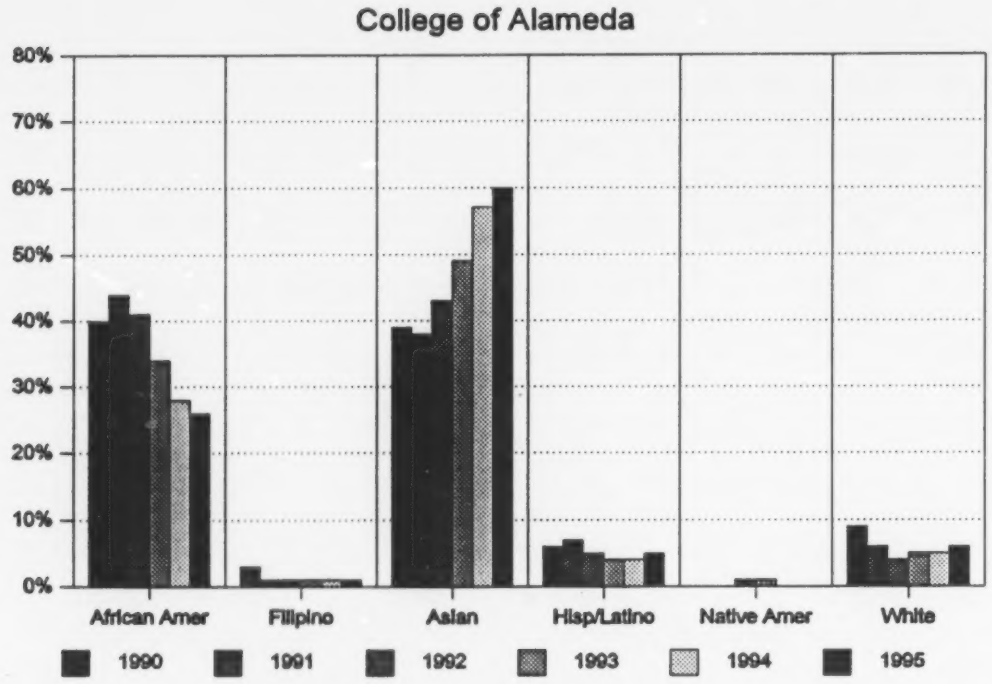
EOPS Enrollment by College Fall 1990 - Fall 1995

	Alameda	Laney	Merritt	Vista
1990	204	565	564	N/A*
1991	511	675	630	29
1992	507	770	571	71
1993	549	794	648	124
1994	565	852	716	162
1995	388	866	454	151

** Data not available*

***Source:** Research Student Download*

Extended Opportunity Programs & Services
Enrollment by Ethnicity
Fall 1990 - Fall 1995

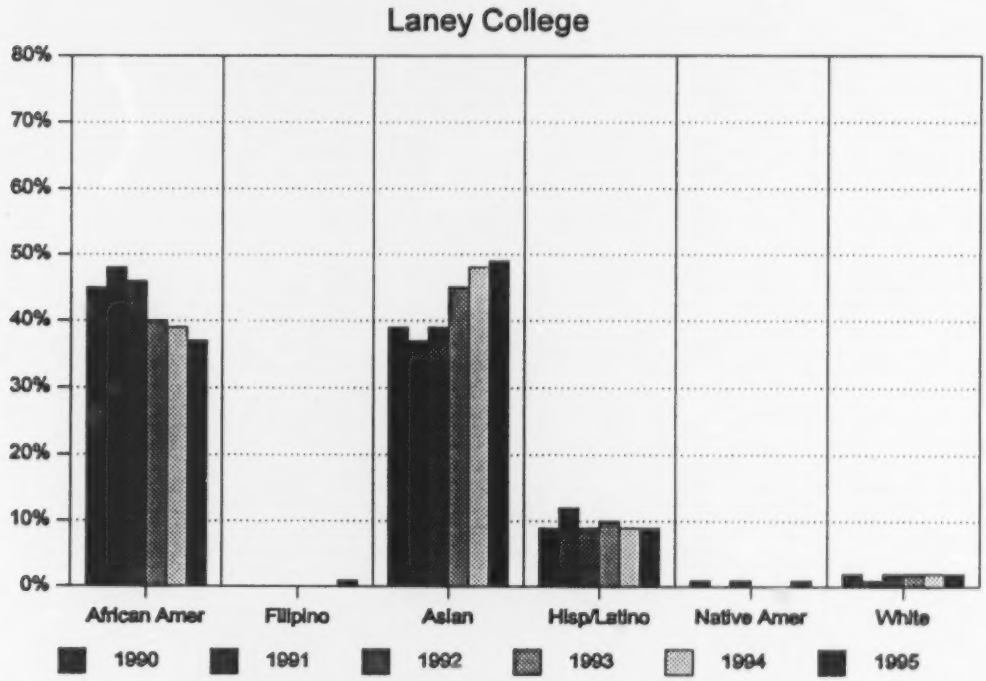


College of Alameda EOPS Enrollment by Ethnicity Fall 1990 - 1995

	Total #	African American	Filipino	Asian	Hispanic/ Latino	Native American	White	Other/ Unknown
1990	204	40%	3%	39%	6%	0%	9%	3%
1991	511	44%	1%	38%	7%	0%	6%	3%
1992	507	41%	1%	43%	5%	1%	4%	5%
1993	549	34%	1%	49%	4%	1%	5%	7%
1994	565	28%	1%	57%	4%	0%	5%	5%
1995	388	26%	1%	60%	5%	0%	6%	3%

Source: *Research Student Download*

Extended Opportunity Programs & Services
Enrollment by Ethnicity
Fall 1990 - Fall 1995

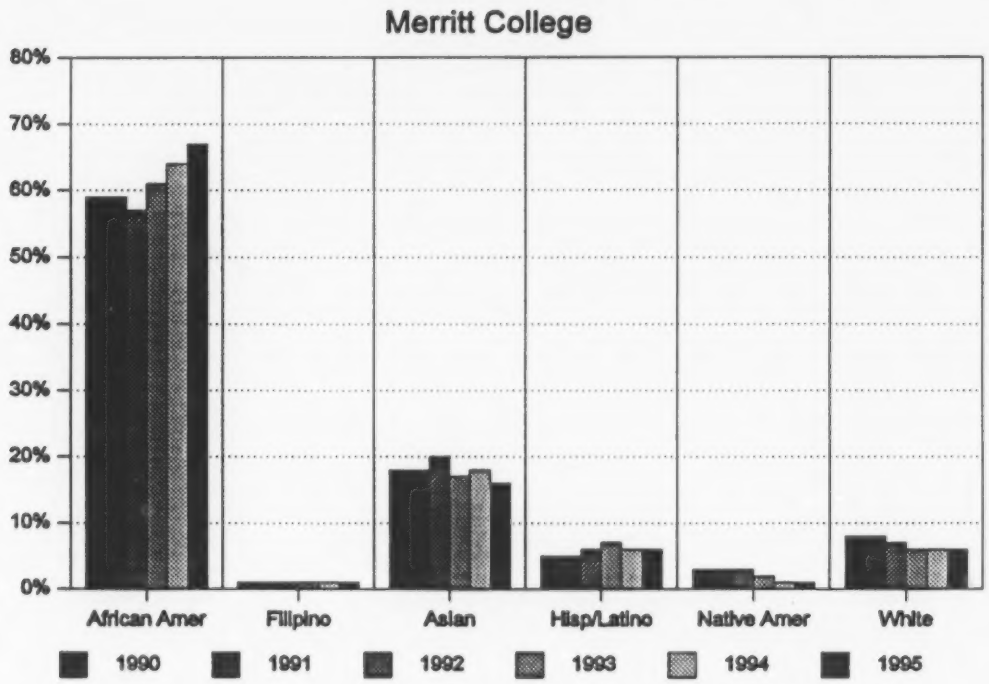


Laney College EOPS Enrollment by Ethnicity Fall 1990 - 1995

	Total #	African American	Filipino	Asian	Hispanic/ Latino	Native American	White	Other/ Unknown
1990	565	45%	0%	39%	9%	1%	2%	4%
1991	675	48%	0%	37%	12%	0%	1%	2%
1992	770	46%	0%	39%	9%	1%	2%	2%
1993	800	40%	0%	45%	10%	0%	2%	2%
1994	852	39%	0%	48%	9%	0%	2%	1%
1995	866	37%	1%	49%	9%	1%	2%	2%

Source: *Research Student Download*

Extended Opportunity Programs & Services
Enrollment by Ethnicity
Fall 1990 - Fall 1995

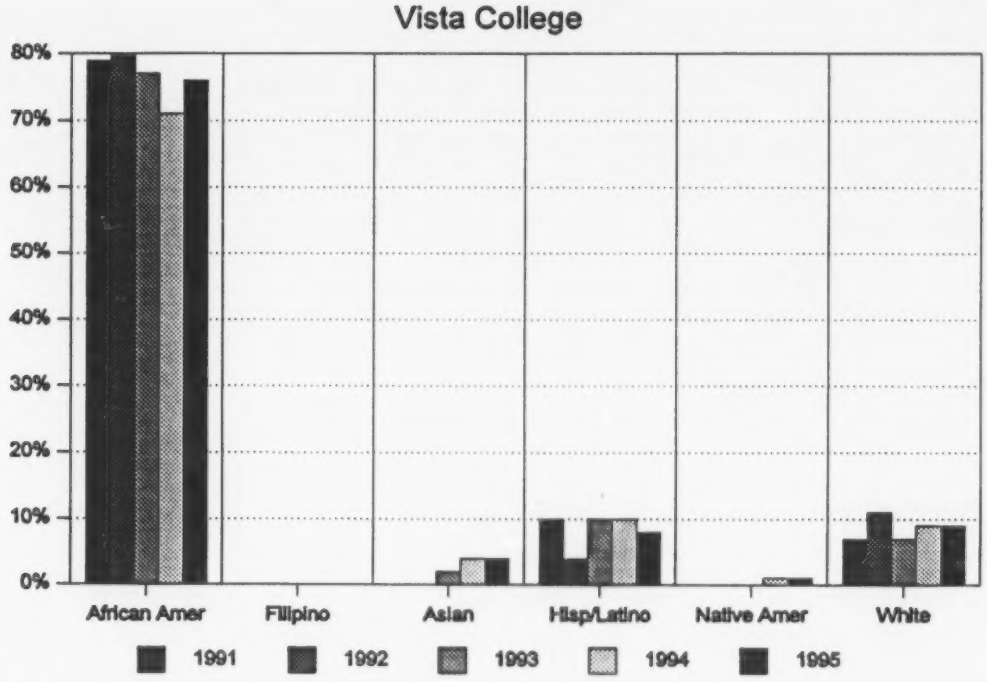


Merritt College EOPS Enrollment by Ethnicity Fall 1990 - 1995

	Total #	African American	Filipino	Asian	Hispanic/ Latino	Native American	White	Other/ Unknown
1990	564	59%	1%	18%	5%	3%	8%	6%
1991	630	59%	1%	18%	5%	3%	8%	6%
1992	571	57%	1%	20%	6%	3%	7%	6%
1993	648	61%	1%	17%	7%	2%	6%	6%
1994	716	64%	1%	18%	6%	1%	6%	3%
1995	454	67%	1%	16%	6%	1%	6%	3%

Source: *Research Student Download*

Extended Opportunity Programs & Services
Enrollment by Ethnicity
Fall 1991 - Fall 1995



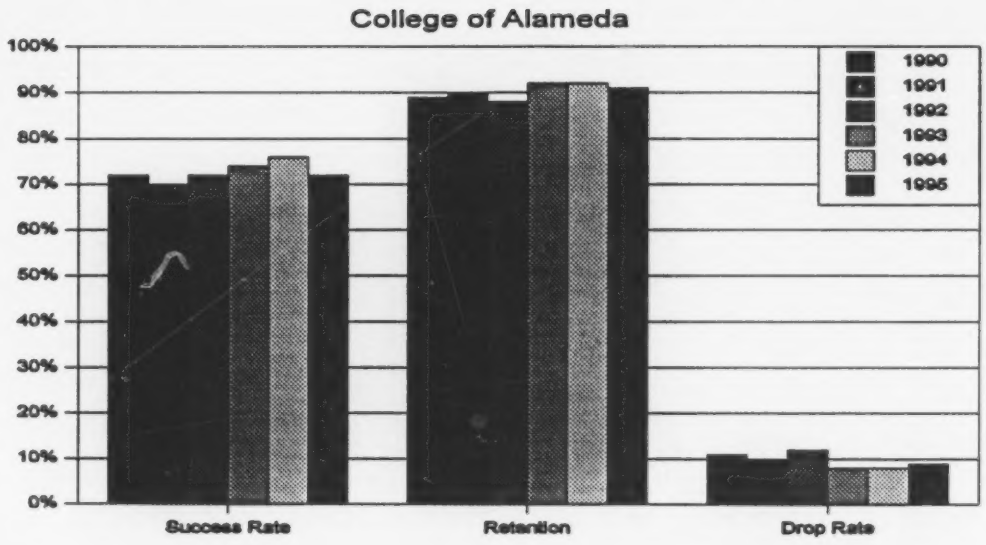
Vista College EOPS Enrollment by Ethnicity Fall 1991 - 1995

	Total #	African American	Filipino	Asian	Hispanic/ Latino	Native American	White	Other/ Unknown
1990	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
1991	29	79%	0%	0%	10%	0%	7%	3%
1992	71	80%	0%	0%	4%	0%	11%	4%
1993	124	77%	0%	2%	10%	0%	7%	3%
1994	162	71%	0%	4%	10%	1%	9%	6%
1995	151	76%	0%	4%	8%	1%	9%	3%

** Data not available*

***Source:** Research Student Download*

Extended Opportunity Programs & Services
Student Success
Fall 1990 - Fall 1995



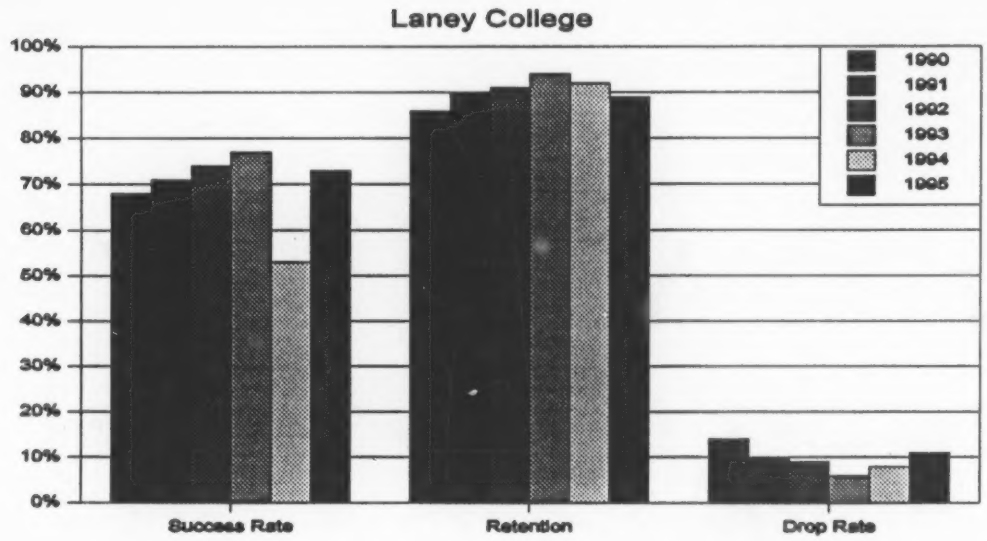
College of Alameda EOPS Student Success Indicators Fall 1990 - Fall 1995

	Success Rate	Retention	Drop Rate
1990	72%	89%	11%
1991	70%	90%	10%
1992	72%	88%	12%
1993	74%	92%	8%
1994	76%	92%	8%
1995	72%	91%	9%

Source: *Research Student Download, Student Success, all credit enrollment*

Success Rate: *successful units, grade of A, B, C or Credit, divided by the total number of units*
Retention Rate: *Students who were retained at the college from initial enrollment (completed at least one class with a grade other than W).*
Drop Rate: *includes all drops with or without a W grade.*

Extended Opportunity Programs & Services
Student Success
Fall 1990 - Fall 1995



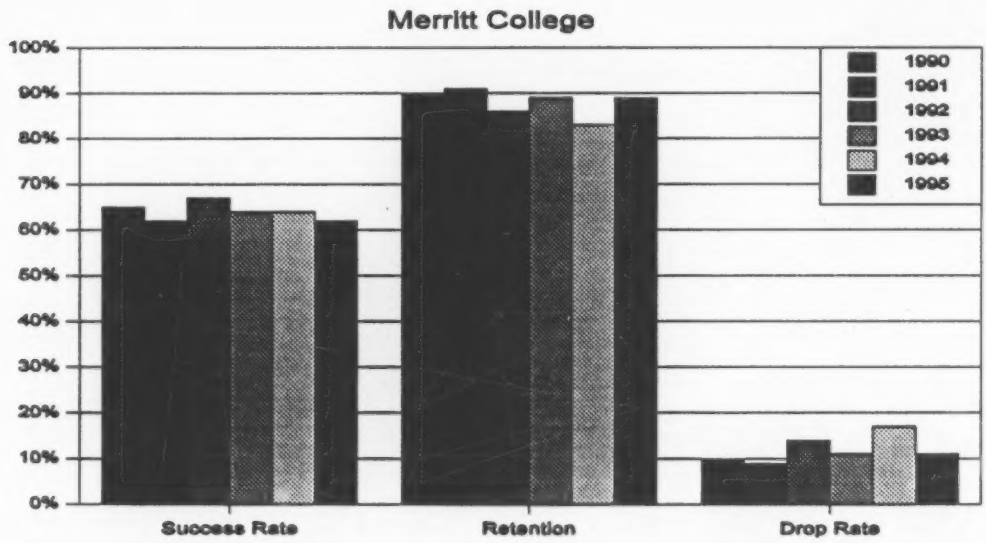
Laney College EOPS Student Success Indicators Fall 1990 - Fall 1995

	Success Rate	Retention	Drop Rate
1990	68%	86%	14%
1991	71%	90%	10%
1992	74%	91%	9%
1993	77%	94%	6%
1994	53%	92%	8%
1995	73%	89%	11%

Source: *Research Student Download, Student Success, all credit enrollment*

Success Rate: *successful units, grade of A, B, C or Credit, divided by the total number of units*
Retention Rate: *Students who were retained at the college from initial enrollment (completed at least one class with a grade other than W).*
Drop Rate: *includes all drops with or without a W grade.*

Extended Opportunity Programs & Services
Student Success
Fall 1990 - Fall 1995



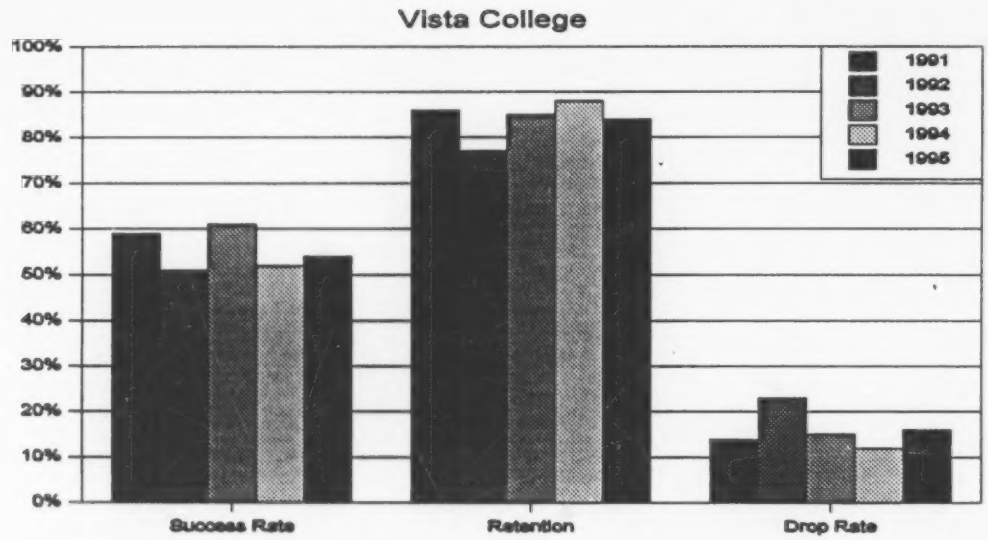
Merritt College EOPS Student Success Indicators Fall 1990 - Fall 1995

	Success Rate	Retention	Drop Rate
1990	65%	90%	10%
1991	62%	91%	9%
1992	67%	86%	14%
1993	64%	89%	11%
1994	64%	83%	17%
1995	62%	89%	11%

Source: *Research Student Download, Student Success, all credit enrollment*

Success Rate: *successful units, grade of A, B, C or Credit, divided by the total number of units*
Retention Rate: *Students who were retained at the college from initial enrollment (completed at least one class with a grade other than W).*
Drop Rate: *includes all drops with or without a W grade.*

Extended Opportunity Programs & Services
Student Success
Fall 1990 - Fall 1995



Vista College EOPS Student Success Indicators Fall 1990 - Fall 1995

	Success Rate	Retention	Drop Rate
1990	N/A*	N/A*	N/A*
1991	59%	86%	14%
1992	51%	77%	23%
1993	61%	85%	15%
1994	52%	88%	12%
1995	54%	84%	16%

**Data not available*

Source: *Research Student Download, Student Success, all credit enrollment*

Success Rate: successful units, grade of A, B, C or Credit, divided by the total number of units
Retention Rate: Students who were retained at the college from initial enrollment (completed at least one class with a grade other than W).
Drop Rate: includes all drops with or without a W grade.

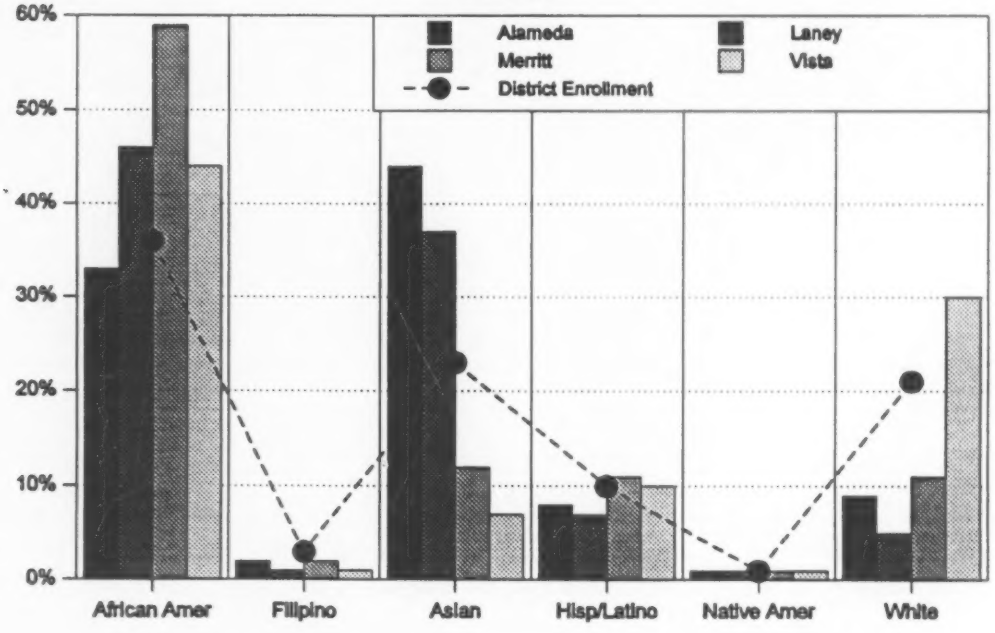
Financial Aid

The incomes of students attending a community college are generally below the incomes of Californians in general and below that of CSU and UC students. Historically, three out of every five students qualify for financial aid, but only one in five applies. Applications are increasing and the use of waivers, rather than financial aid grants, has improved services to students.

Recipients of financial aid in the Peralta Community College District do not ethnically/racially match the total college enrollment. At College of Alameda, for example, 44 percent of the financial aid recipients are Asians, but they comprise 36 percent of the student population (Fall 1995). At Merritt, African Americans represent 44 percent of the total student population, but 61 percent of the financial aid recipients.

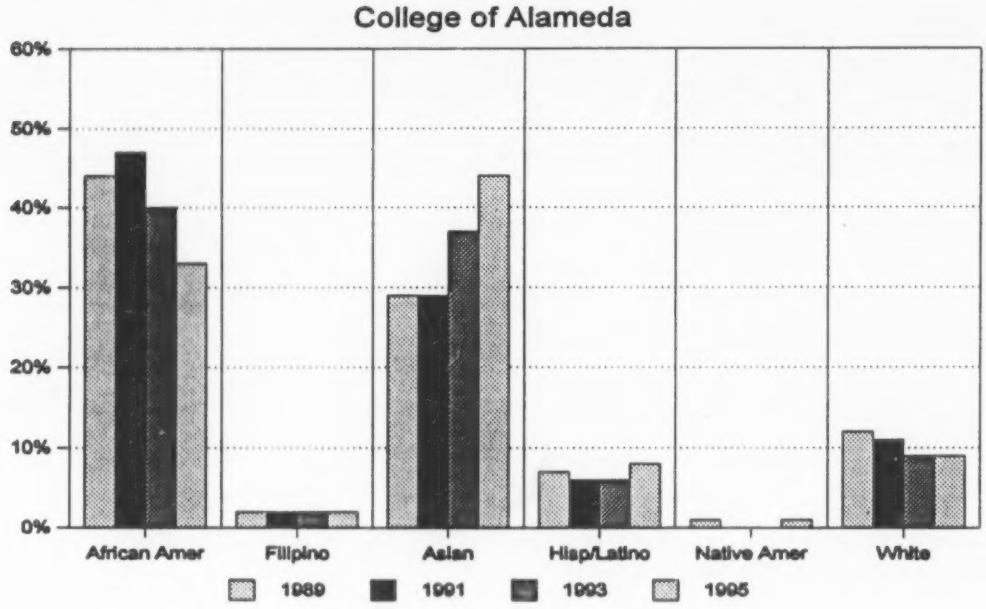
Financial Aid Enrollment by Ethnicity

Fall 1995



Source: Research Student Download, all credit enrollment

Financial Aid Enrollment by Ethnicity
Fall 1989 - Fall 1995

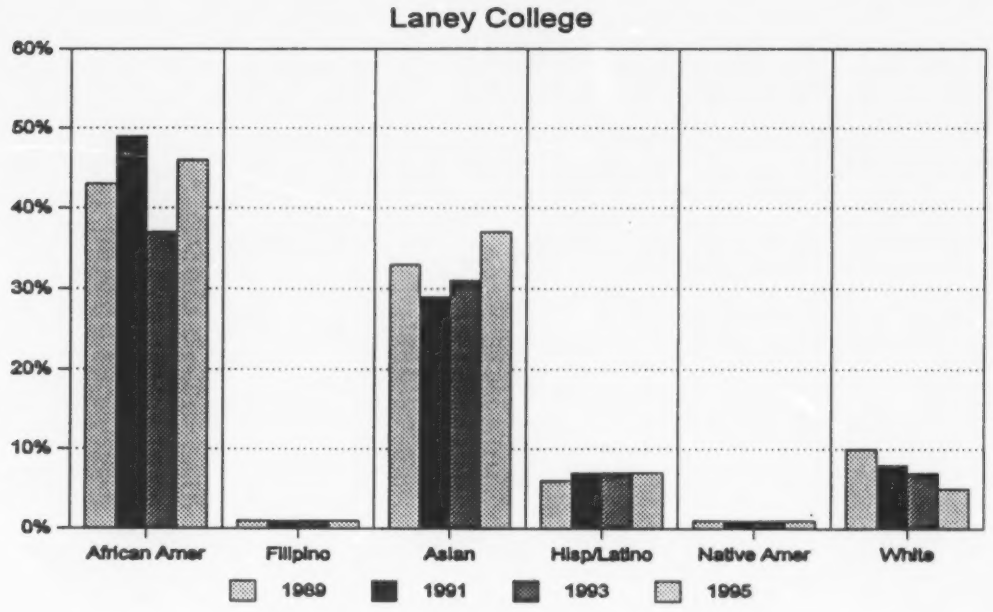


Financial Aid Enrollment by Ethnicity Fall 1989 - Fall 1995

	Total #	African American	Filipino	Asian	Hispanic/ Latino	Native American	White	Other/ Unknown
1989	831	44%	2%	29%	7%	1%	12%	6%
1990	1,110	47%	3%	25%	6%	1%	12%	5%
1991	1,181	47%	2%	29%	6%	0%	11%	6%
1992	1,395	43%	2%	35%	5%	0%	8%	6%
1993	1,774	40%	2%	37%	6%	0%	9%	7%
1994	1,924	36%	2%	42%	7%	0%	8%	5%
1995	1,557	33%	2%	44%	8%	1%	9%	4%

Source: Research Student Download, all credit enrollment

Financial Aid Enrollment by Ethnicity
Fall 1989 - Fall 1995

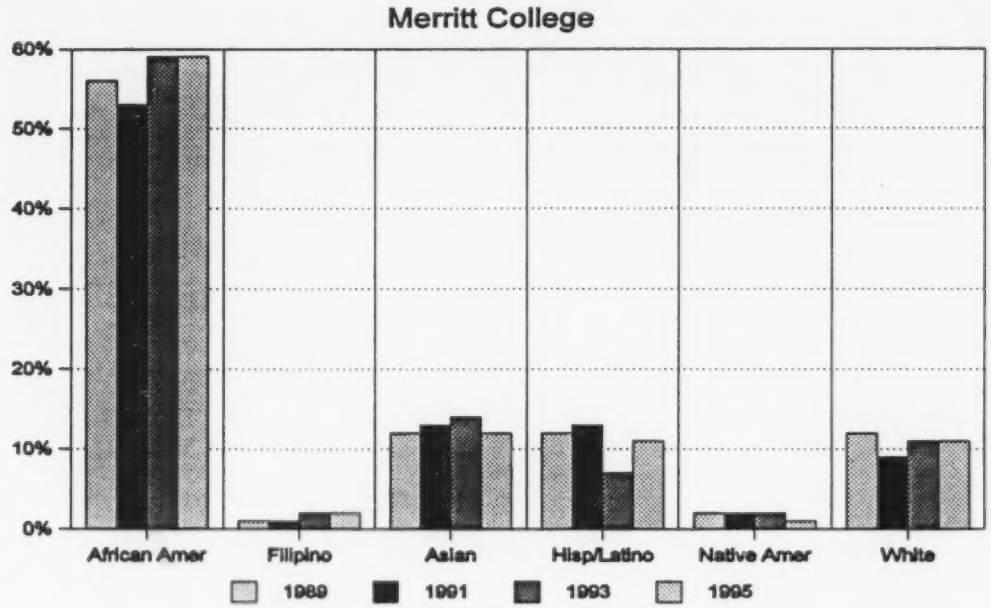


Laney College Financial Aid Enrollment by Ethnicity Fall 1989 - Fall 1995

	Total #	African American	Filipino	Asian	Hispanic/ Latino	Native American	White	Other/ Uknown
1989	1,907	43%	1%	33%	6%	1%	10%	5%
1990	2,094	48%	1%	30%	7%	1%	9%	5%
1991	2,467	49%	1%	29%	7%	1%	8%	5%
1992	2,801	49%	1%	31%	7%	1%	7%	4%
1993	3,771	50%	1%	31%	7%	1%	7%	4%
1994	3,881	48%	1%	33%	7%	1%	6%	4%
1995	3,906	46%	1%	37%	7%	1%	5%	3%

Source: Research Student Download, all credit enrollment

Financial Aid Enrollment by Ethnicity
Fall 1989 - Fall 1995

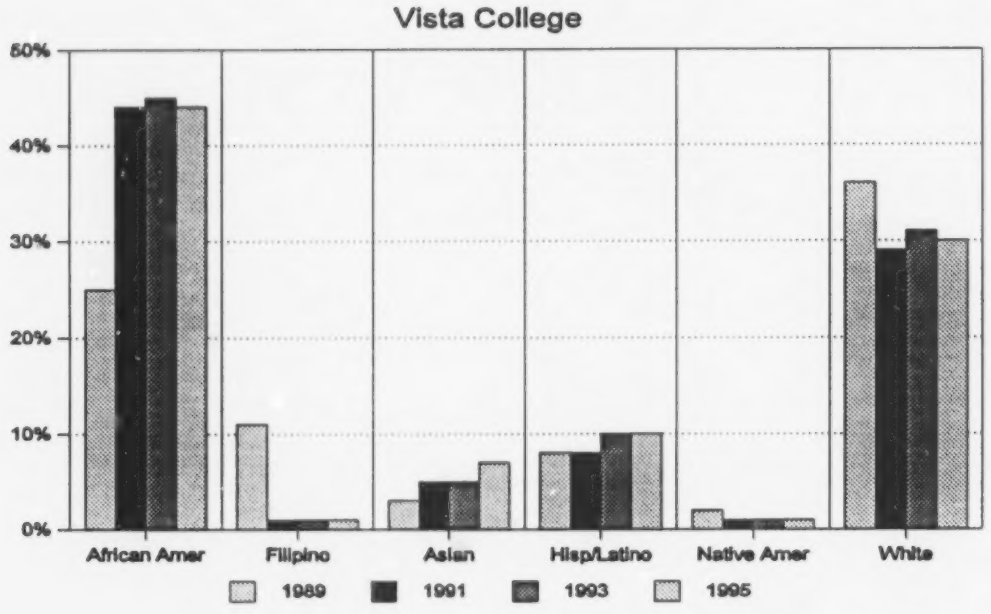


Merritt College Financial Aid Enrollment by Ethnicity Fall 1989 - Fall 1995

	Total #	African American	Filipino	Asian	Hispanic/ Latino	Native American	White	Other/ Unknown
1989	1,321	56%	1%	12%	12%	2%	12%	5%
1990	1,391	59%	1%	13%	9%	2%	10%	6%
1991	1,511	53%	1%	13%	13%	2%	9%	7%
1992	1,206	56%	1%	16%	6%	2%	11%	7%
1993	1,517	59%	2%	14%	7%	2%	11%	5%
1994	1,699	61%	2%	14%	7%	1%	11%	5%
1995	1,811	59%	2%	12%	11%	1%	11%	4%

Source: Research Student Download, all credit enrollment

Financial Aid Enrollment by Ethnicity
Fall 1989 - Fall 1995



Vista College Financial Aid Enrollment by Ethnicity Fall 1989 - Fall 1995

	Total #	African American	Filipino	Asian	Hispanic/ Latino	Native American	White	Other/ Unknown
1989	236	25%	11%	3%	8%	2%	36%	16%
1990	221	31%	2%	7%	6%	2%	38%	14%
1991	234	44%	1%	5%	8%	1%	29%	12%
1992	307	44%	1%	6%	8%	1%	33%	7%
1993	537	45%	1%	5%	10%	1%	31%	9%
1994	765	42%	1%	7%	10%	1%	31%	8%
1995	946	44%	1%	7%	10%	1%	30%	8%

***Source:** Research Student Download, all credit enrollment*

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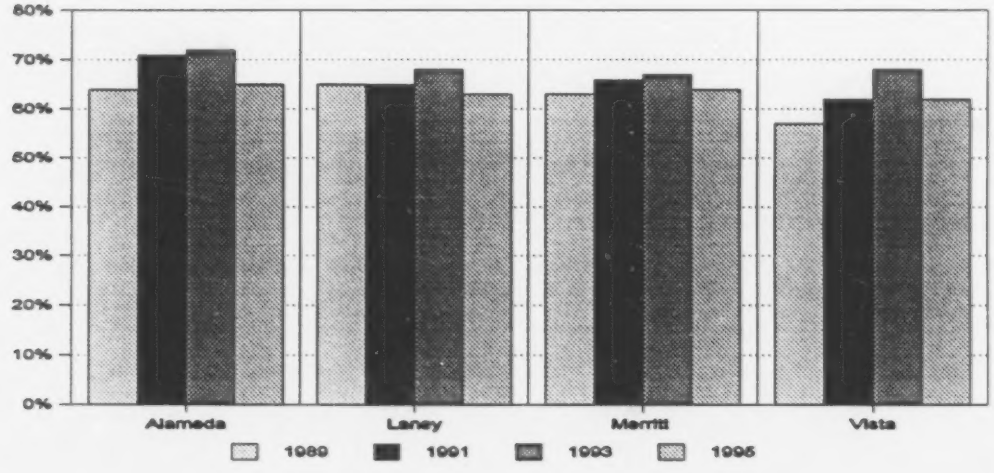
Student Outcomes

Student Success

The accountability movement is gradually shifting its emphasis from *access* to higher education to student *success*. Colleges increasingly are being held accountable for student outcomes, including degrees, transfer, and employment. AB1725 called on the Board of Governors of the community colleges to establish an accountability system with key "performance measures." Among these measures is the student "success rate" (successful units, grade of A, B, C or Credit, divided by the total number of units, including "W" grades) of students.

Although at the Peralta colleges, the overall success rate dropped slightly in recent years, many groups have made progress. Despite some gains, however, African Americans, Native Americans, high school students, students on probation, students identified as "at risk," and students under age 24 years generally continue to have lower than average success rates and high drop rates at the four colleges.

Student Success Rate by College
Fall 1989 - Fall 1995

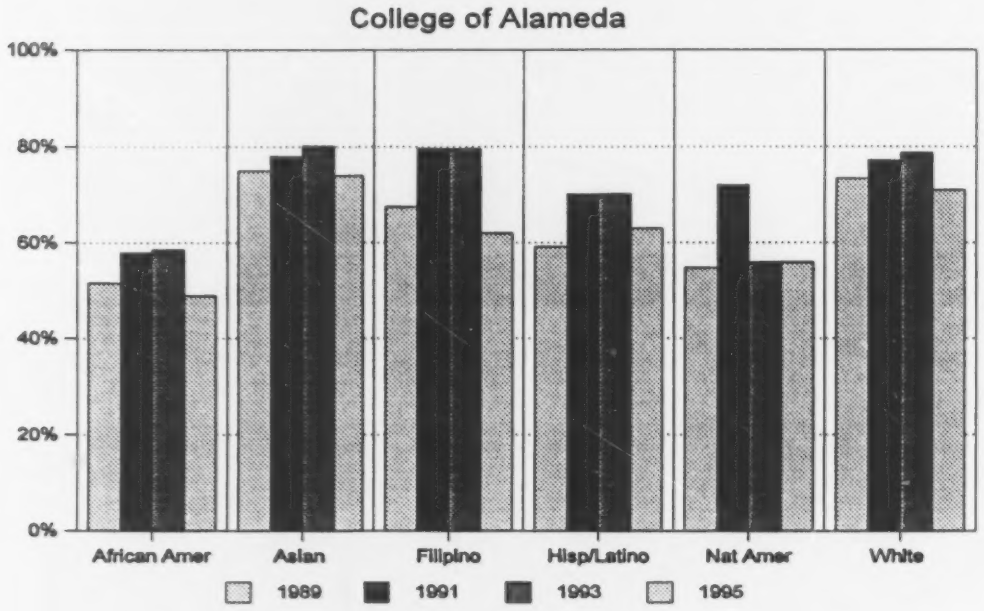


Student Success Rate by College Fall 1989 - Fall 1995

	1989	1990	1991	1992	1993	1994	1995
Alameda	64%	68%	71%	69%	72%	71%	65%
Laney	65%	64%	65%	67%	68%	67%	63%
Merritt	63%	65%	66%	66%	67%	66%	64%
Vista	57%	60%	62%	63%	68%	66%	62%

***Source:** Research Student Download, Student Success 1989-95, all credit enrollment*

Student Success Rate by Ethnicity
Fall 1989 - Fall 1995



College of Alameda Student Success by Ethnicity Fall 1989 - Fall 1995

	African American	Asian	Filipino	Hispanic/ Latino	Native American	Other	White
1989	52%	75%	68%	59%	55%	68%	73%
1990	54%	75%	71%	69%	59%	80%	76%
1991	58%	78%	80%	70%	72%	70%	77%
1992	58%	76%	69%	71%	60%	65%	78%
1993	59%	80%	80%	70%	56%	73%	79%
1994	56%	80%	70%	70%	56%	74%	79%
1995	49%	74%	62%	63%	56%	70%	71%

Source: *Research Student Download, Student Success 1989-95, all credit enrollment*

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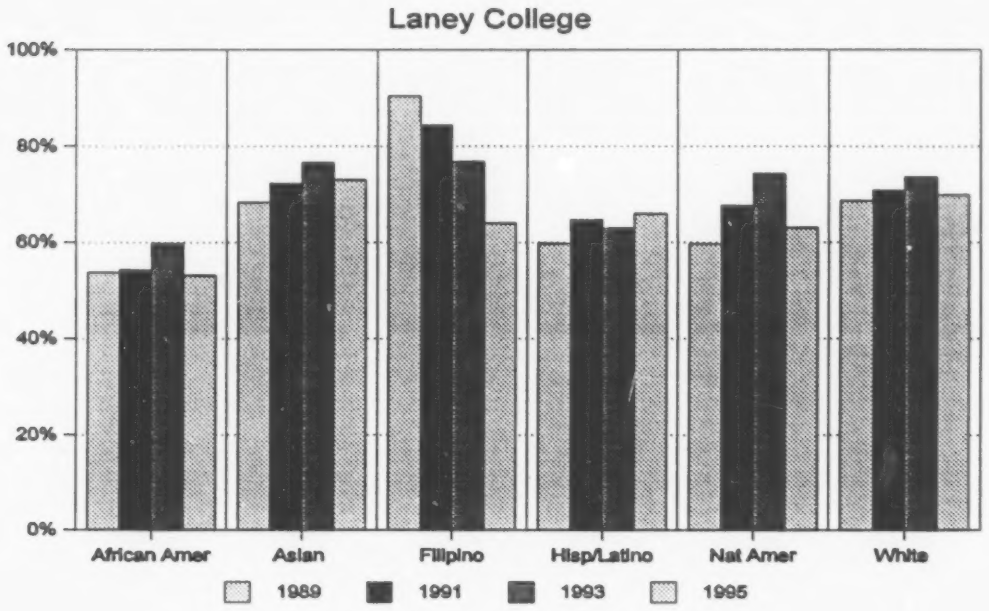
Student Success Rate by Ethnicity
Fall 1989 - Fall 1995



Laney College Student Success by Ethnicity Fall 1989 - Fall 1995

	African American	Asian	Filipino	Hispanic/ Latino	Native American	Other	White
1989	54%	68%	90%	60%	60%	59%	69%
1990	54%	70%	87%	60%	63%	63%	70%
1991	54%	72%	84%	65%	68%	59%	71%
1992	59%	75%	84%	61%	70%	59%	72%
1993	60%	77%	77%	63%	74%	65%	74%
1994	58%	76%	75%	65%	71%	69%	74%
1995	53%	73%	64%	60%	63%	57%	70%

Source: Research Student Download, Student Success 1989-95, all credit enrollment

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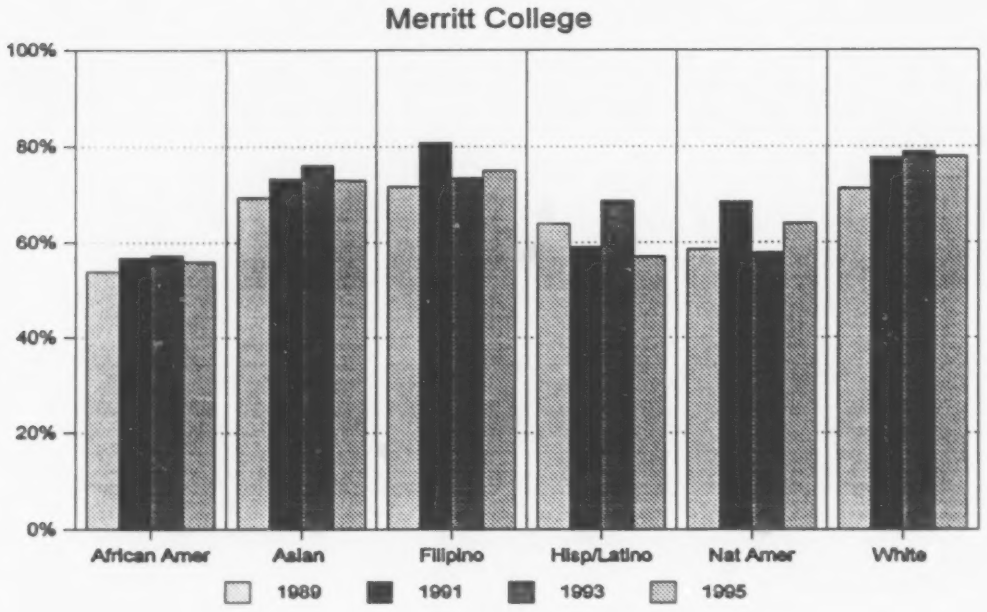
Student Success Rate by Ethnicity
Fall 1989 - Fall 1995

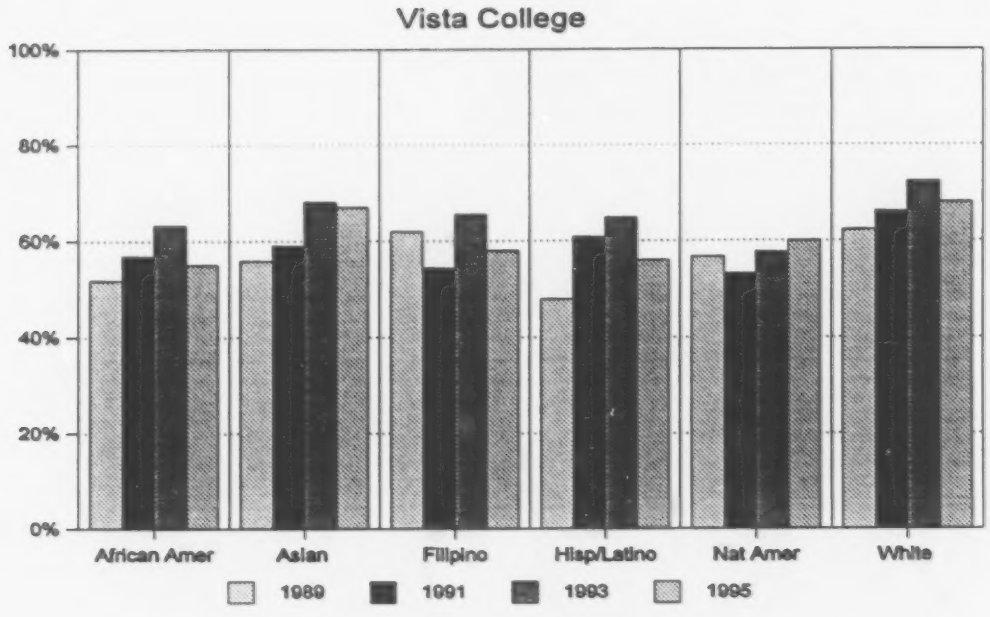


Merritt College Student Success by Ethnicity Fall 1989 - Fall 1995

	African American	Asian	Filipino	Hispanic/ Latino	Native American	Other	White
1989	54%	69%	72%	64%	59%	61%	71%
1990	56%	71%	69%	59%	56%	65%	76%
1991	57%	73%	81%	59%	69%	63%	78%
1992	56%	76%	67%	63%	70%	63%	75%
1993	57%	76%	73%	69%	58%	62%	79%
1994	57%	74%	68%	68%	58%	68%	78%
1995	56%	73%	75%	57%	64%	77%	78%

***Source:** Research Student Download, Student Success 1989-95, all credit enrollment*

Student Success Rate by Ethnicity
Fall 1989 - Fall 1995

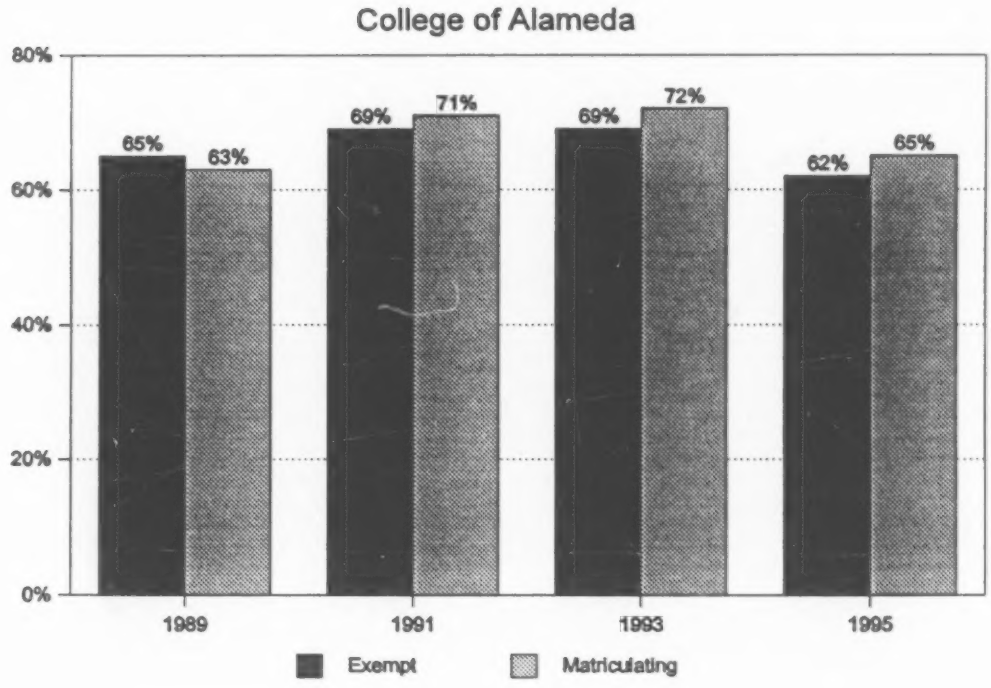


Vista College Student Success by Ethnicity Fall 1989 - Fall 1995

	African American	Asian	Filipino	Hispanic/ Latino	Native American	Other	White
1989	52%	56%	62%	48%	57%	54%	62%
1990	52%	58%	57%	58%	55%	58%	64%
1991	57%	59%	54%	61%	53%	56%	66%
1992	59%	54%	57%	65%	76%	52%	66%
1993	63%	68%	66%	65%	58%	73%	72%
1994	55%	76%	65%	64%	47%	73%	72%
1995	55%	67%	58%	56%	60%	58%	68%

***Source:** Research Student Download, Student Success 1989-95, all credit enrollment*

Student Success Rate by Matriculation Status
Fall 1989 - Fall 1995

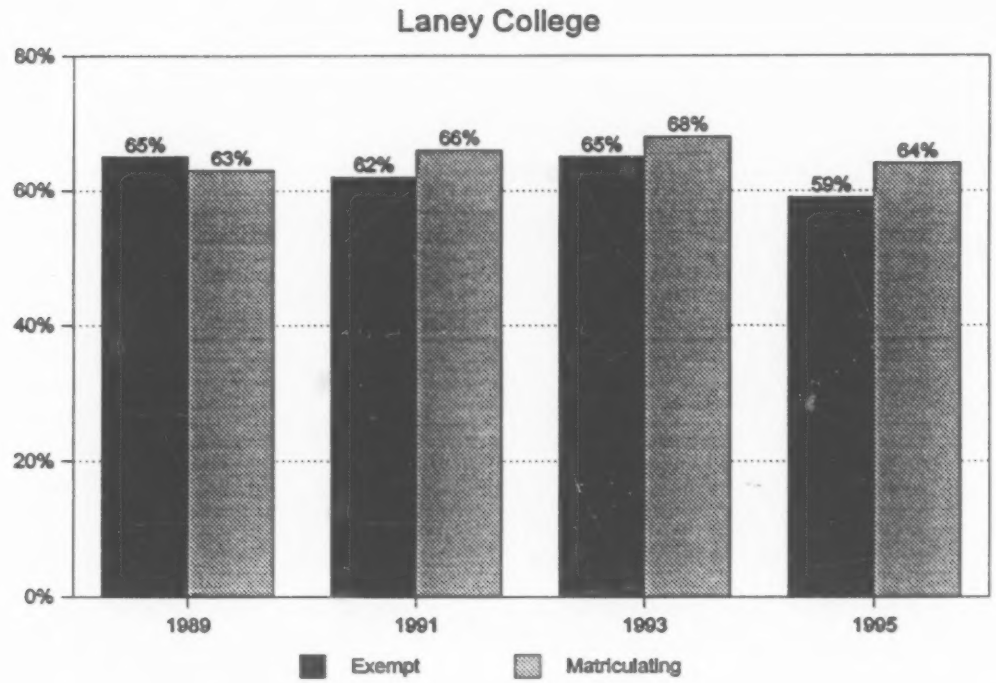


College of Alameda Student Success Rate by Matriculation Status Fall 1989 - Fall 1995

	1989	1990	1991	1992	1993	1994	1995
Exempt	65%	68%	69%	70%	69%	66%	62%
Matriculating	63%	67%	71%	69%	72%	71%	65%

Source: *Research Student Download, Student Success 1989-95, all credit enrollment*

Student Success Rate by Matriculation Status
Fall 1989 - Fall 1995

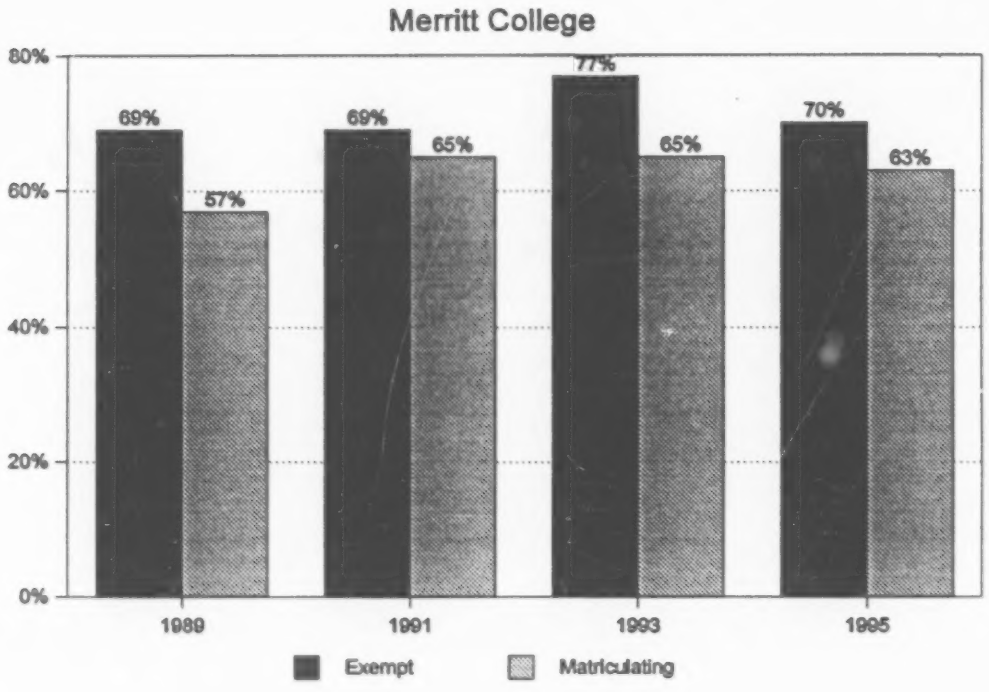


Laney College Student Success Rate by Matriculation Status Fall 1989 - Fall 1995

	1989	1990	1991	1992	1993	1994	1995
Exempt	65%	63%	62%	64%	65%	66%	59%
Matriculating	63%	65%	66%	67%	68%	68%	64%

***Source:** Research Student Download, Student Success 1989-95, all credit enrollment*

Student Success Rate by Matriculation Status
Fall 1989 - Fall 1995

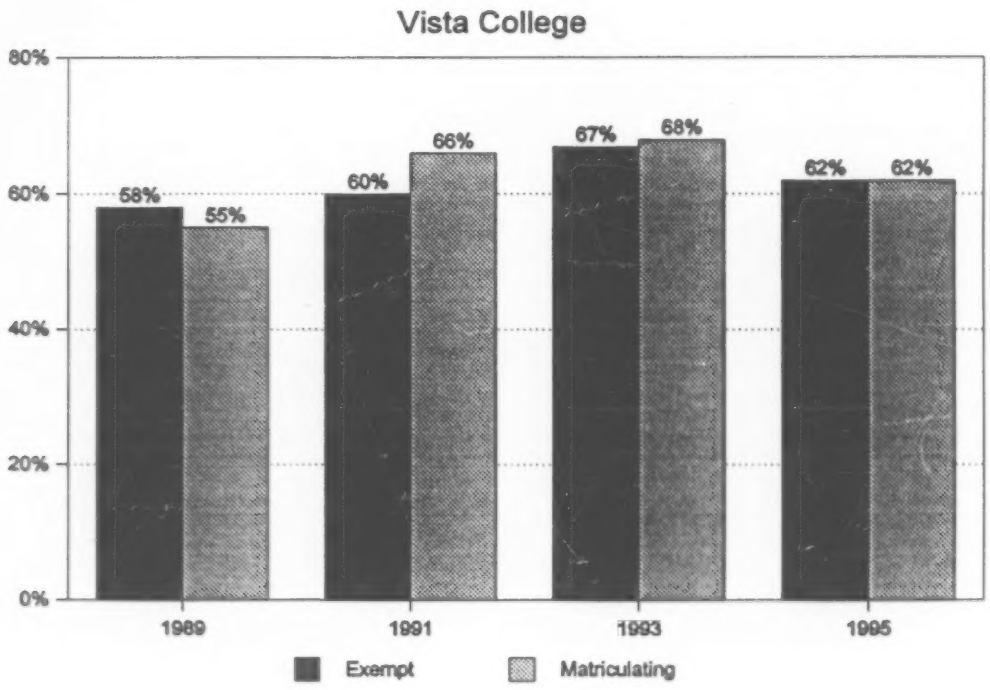


Merritt College Student Success Rate by Matriculation Status Fall 1989 - Fall 1995

	1989	1990	1991	1992	1993	1994	1995
Exempt	69%	68%	69%	69%	77%	70%	70%
Matriculating	57%	63%	65%	65%	65%	65%	63%

Source: Research Student Download, Student Success 1989-95, all credit enrollment

Student Success Rate by Matriculation Status
Fall 1989 - Fall 1995



Vista College Student Success Rate by Matriculation Status Fall 1989 - Fall 1995

	1989	1990	1991	1992	1993	1994	1995
Exempt	58%	58%	60%	60%	67%	70%	62%
Matriculating	55%	64%	66%	65%	68%	64%	62%

Source: Research Student Download, Student Success 1989-95, all credit enrollment

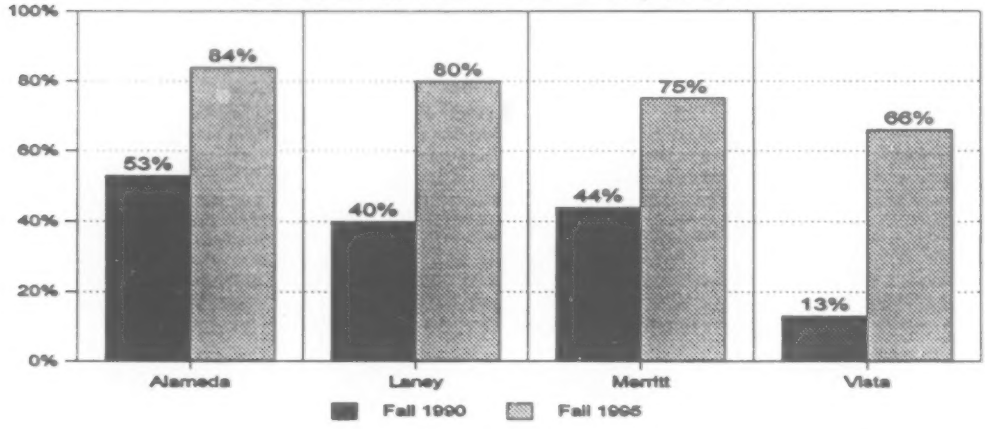
Matriculation: The Student Success Program

Access to the community college of their choice and the equitable opportunity to receive a quality education are primary rights assured under state-mandated matriculation regulations. These rights are enhanced in each college through appropriate programs, courses, and activities, as well as the full range of support services. The matriculation process consists of seven components: admissions, orientation, counseling, assessment/placement, follow-up, staff training and research.

Students are considered "matriculants" if they intend to receive a degree or certificate or plan to transfer. Students are exempt if they have earned an Associate or higher degree from an accredited institution, are enrolling in fewer than 12 units; and have declared one of the following educational objectives: 1) discover/formulate career interests, 2) acquire job skills, 3) update job skills, 4) maintain certificate or license, 5) educational enrichment, 6) complete credits for high school diploma.

The most dramatic change in the past few years is the increase in the number of students classified as matriculants. Fewer students are being exempted or choosing to be exempt from the matriculation components. It should be noted when comparing terms that the exemption criteria have been revised periodically.

Enrollment of Matriculating Students
Fall 1990 to Fall 1995 Comparison

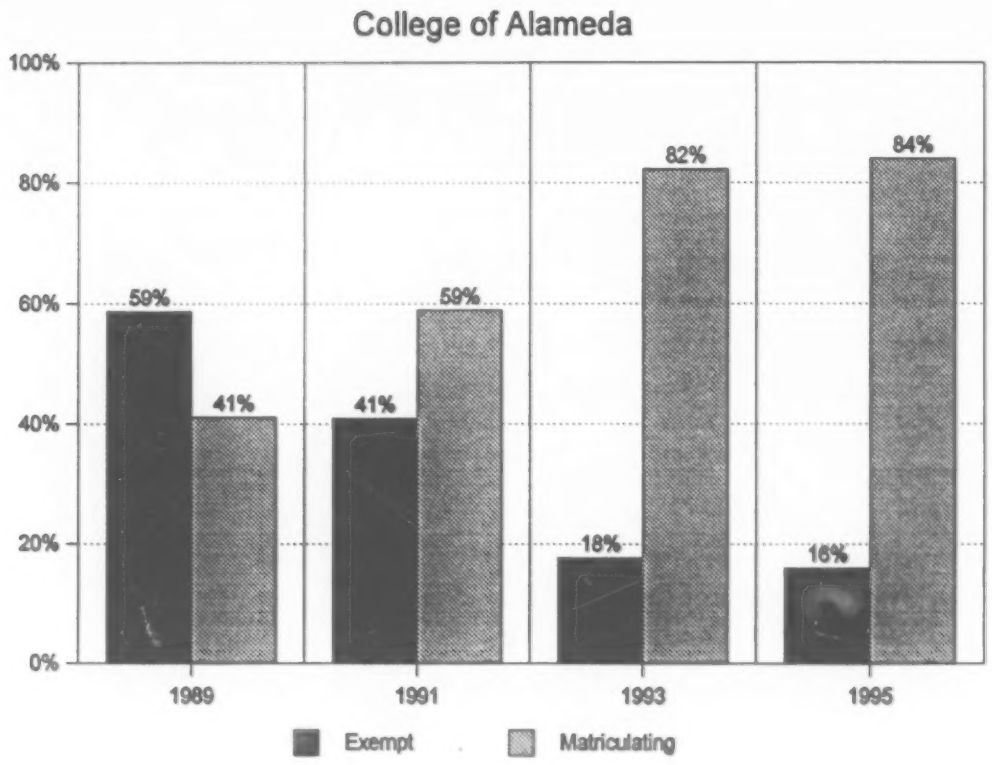


Matriculation Status By College Fall 1990 and Fall 1995

	Fall 1990			Fall 1995		
	Total Enrollment	Matriculants		Total Enrollment	Matriculants	
	#	#	%	#	#	%
Alameda	6,549	3,469	53%	5,380	4,502	84%
Laney	11,384	4,601	40%	11,389	9,159	80%
Merritt	7,238	3,185	44%	5,592	4,176	75%
Vista	4,570	580	13%	3,342	2,208	66%

Source: Research Student Download, Student Success 1989-95, all credit enrollment

Enrollment by Matriculation Status
Fall 1989 - Fall 1995

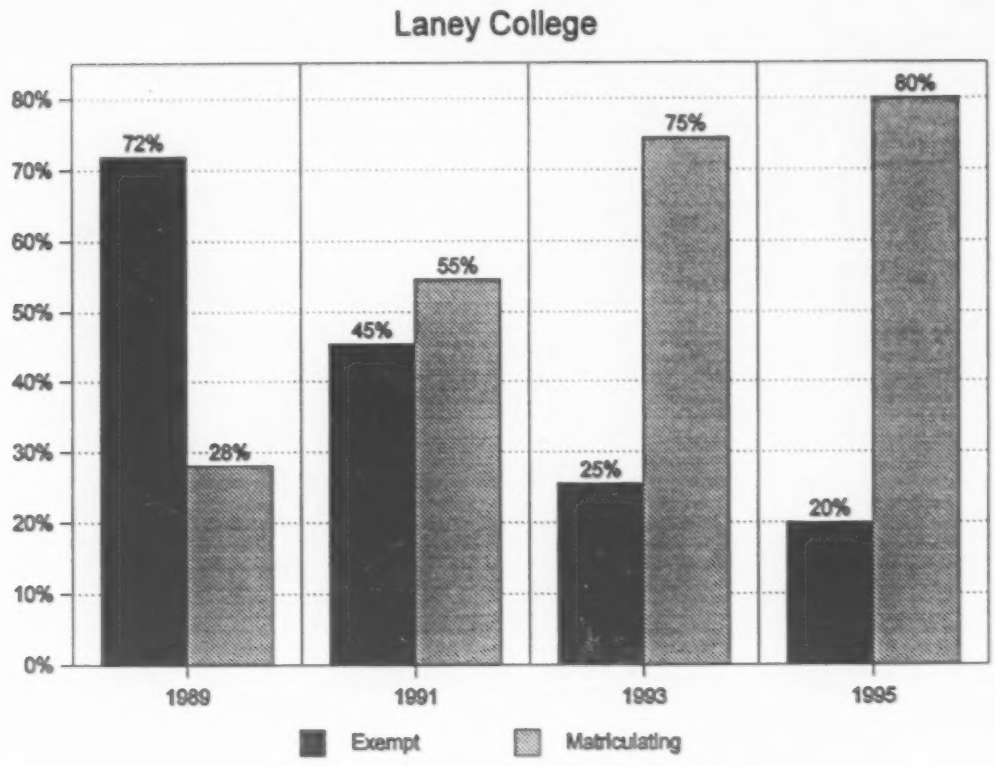


College of Alameda Exempt/Matriculating Enrollment Fall 1989 - Fall 1995

	1989	1990	1991	1992	1993	1994	1995
Exempt	3,687 59%	3,080 47%	2,788 41%	1,459 22%	1,092 18%	1,022 17%	878 16%
Matriculating	2,590 41%	3,469 53%	4,009 59%	5,044 78%	5,075 82%	5,028 83%	4,502 84%
Total	6,277	6,549	6,797	6,503	6,167	6,050	5,380

Source: Research Student Download, Student Success 1989-95, all credit enrollment

Enrollment by Matriculation Status
Fall 1989 - Fall 1995

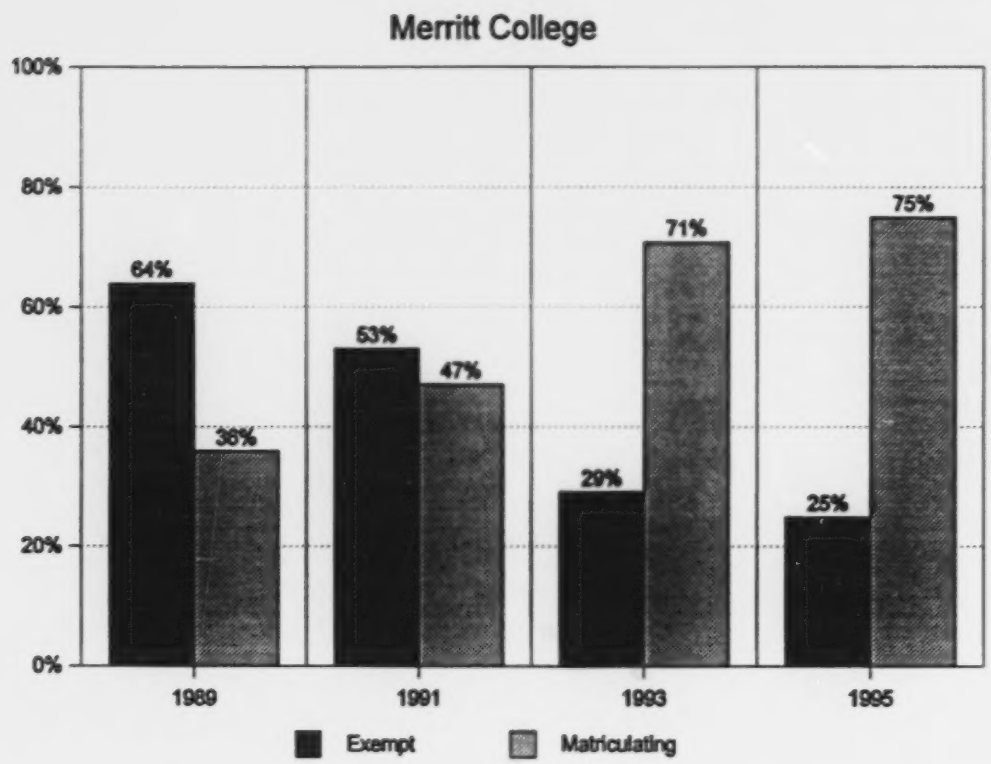


Laney College Exempt/Matriculating Enrollment Fall 1989 - Fall 1995

	1989	1990	1991	1992	1993	1994	1995
Exempt	8,364 72%	6,783 60%	5,572 45%	3,876 31%	3,075 25%	2,430 22%	2,230 20%
Matriculating	3,269 28%	4,601 40%	6,707 55%	8,430 69%	9,008 75%	8,862 78%	9,159 80%
Total	11,633	11,384	12,279	12,306	12,083	11,292	11,389

Source: Research Student Download, Student Success 1989-95, all credit enrollment

Enrollment by Matriculation Status
Fall 1989 - Fall 1995

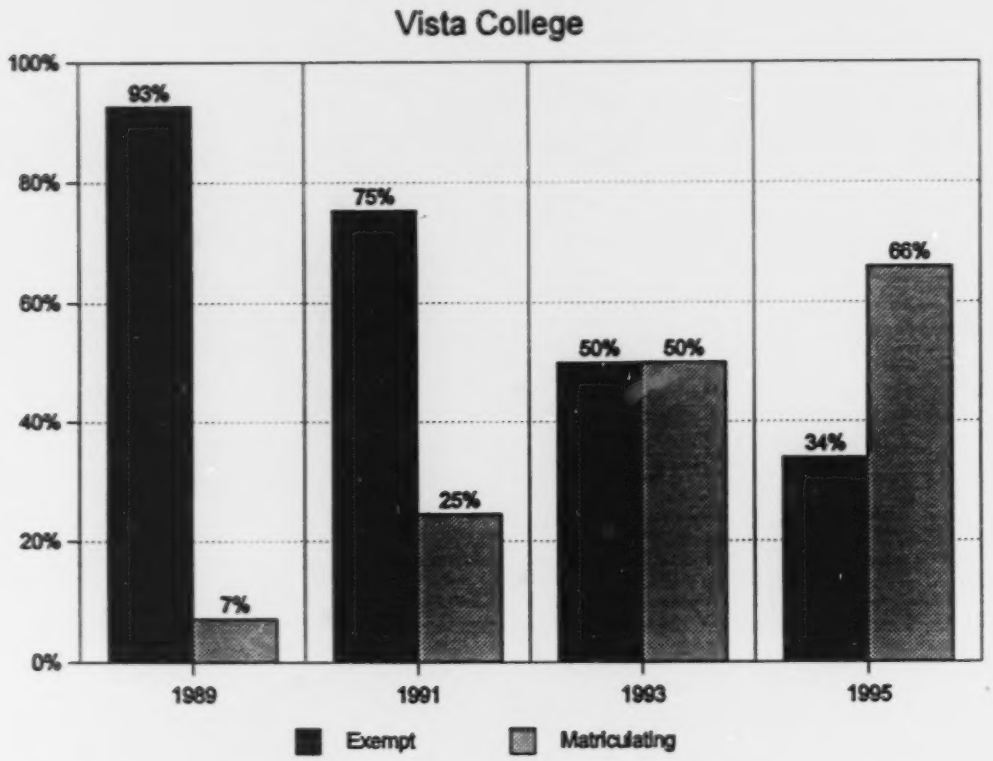


Merritt College Exempt/Matriculating Enrollment Fall 1989 - Fall 1995

	1989	1990	1991	1992	1993	1994	1995
Exempt	4,800 64%	4,053 56%	3,954 53%	2,307 34%	1,678 29%	1,511 26%	1,416 25%
Matriculating	2,694 36%	3,185 44%	3,524 47%	4,406 66%	4,068 71%	4,350 74%	4,176 75%
Total	7,494	7,238	7,478	6,713	5,746	5,861	5,592

***Source:** Research Student Download, Student Success 1989-95, all credit enrollment*

Enrollment by Matriculation Status
Fall 1989 - Fall 1995



Vista College Exempt/Matriculating Enrollment Fall 1989 - Fall 1995

	1989	1990	1991	1992	1993	1994	1995
Exempt	4,464 93%	3,990 87%	3,469 75%	2,674 60%	1,657 50%	1,386 41%	1,134 34%
Matriculating	361 7%	580 13%	1,134 25%	1,774 40%	1,672 50%	2,033 59%	2,208 66%
Total	4,825	4,570	4,603	4,448	3,329	3,419	3,342

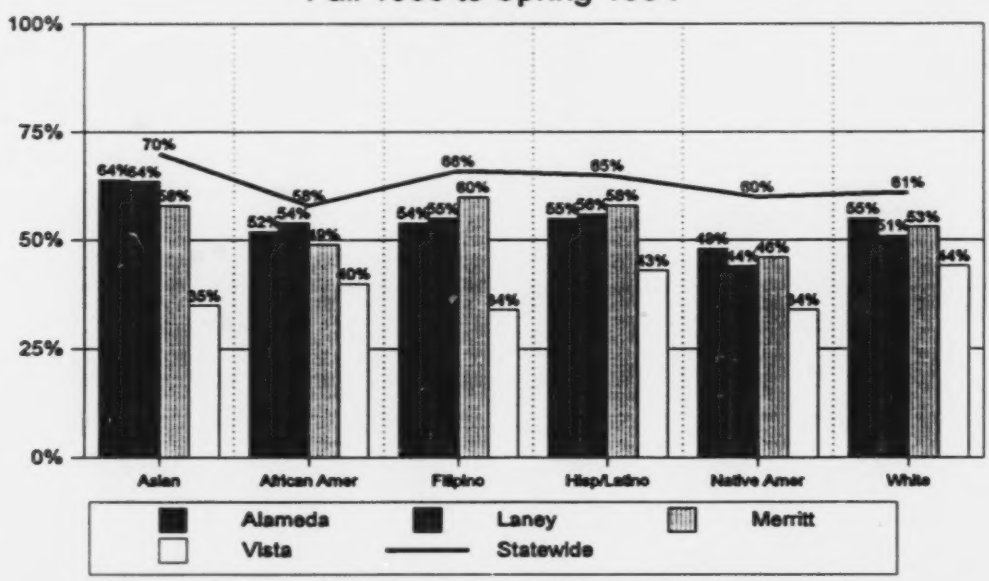
Source: Research Student Download, Student Success 1989-95, all credit enrollment

Student Persistence

Persistence from term to term either from Fall to Spring or Spring to Fall is an important student outcome measure. Several definitions of "persistence" are being used statewide. The Board of Governors' definition of persistence is simply "the number of credit students who are enrolled for two consecutive terms." *[Board of Governors, Implementation of the AB 1725 Accountability System, September 8, 1994].* In the following pages, Peralta students who received a grade of record in the base term are counted as having persisted to the following term if they enrolled in any course the next term (they may or may not have received a grade of record in the following term).

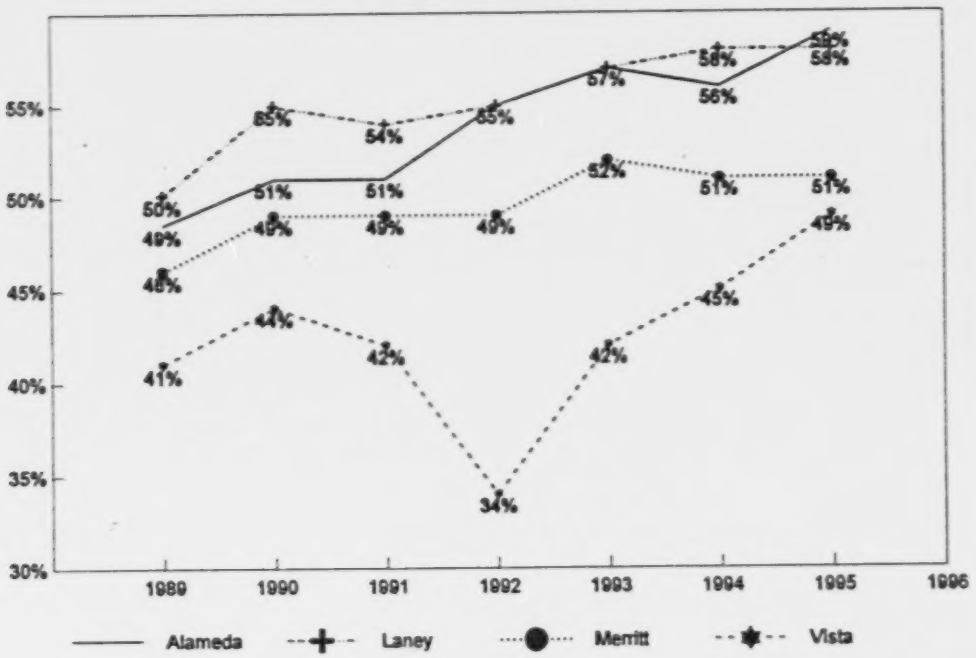
Statewide data available (Fall 1993 to Spring 1994) show an overall persistence rate of 63% with a slightly higher rate for females than males (64% compared to 62%). Statewide (Fall 1993 to Spring 1994), Asians (70%) and Hispanics/ Latinos (65%) had the highest persistence rates; African Americans, the lowest (58%) *[Chancellor's Office, California Community College, The Effectiveness of California Community Colleges on Selected Performance Measures, April 1995].*

Statewide & College Average Persistence
Fall 1993 to Spring 1994



Source: College Persistence--Research Student Download, Statewide Data--Chancellor's Office, California Community College, The Effectiveness of California Community Colleges on Selected Performance Measures, April 1995

Persistence of All Students by College
Fall 1989 - Fall 1995

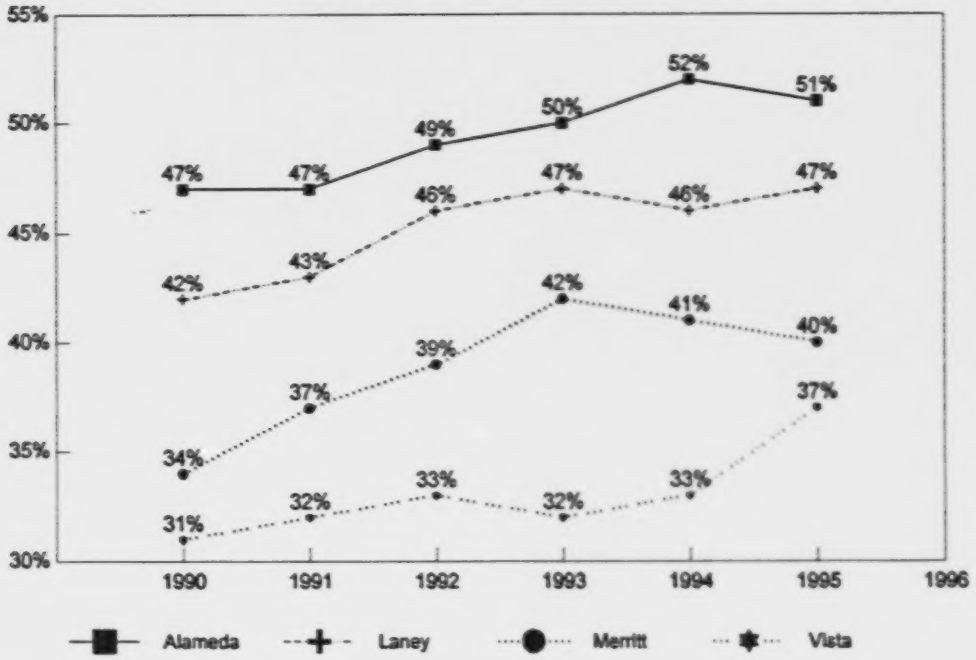


Persistence of All Students By College Fall 1989 - Fall 1995

	1989		1990		1991		1992		1993		1994		1995	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Alameda	2,859	49%	3,060	51%	3,118	51%	3,161	55%	3,082	57%	2,996	56%	2,810	59%
Laney	5,534	50%	5,861	55%	6,209	54%	6,160	55%	6,233	57%	5,986	58%	5,950	58%
Merritt	3,246	46%	3,375	49%	3,453	49%	2,999	49%	2,753	52%	2,728	51%	2,565	51%
Vista	1,923	41%	1,892	44%	1,841	42%	1,410	34%	1,243	42%	1,401	45%	1,474	49%

Source: *Research Student Download, Student Persistence Study Fall 1989-1995*
Population: *Student receiving any grade of record, including 'W'*
Persistence: *Any enrollment in the following term.*
Sequence: *Fall to Spring/Winter*

Persistence of All Students by College
Spring 1990 - Spring 1995



Persistence of All Students By College Spring 1990 - Spring 1995

	1990		1991		1992		1993		1994		1995	
	#	%	#	%	#	%	#	%	#	%	#	%
Alameda	2,278	47%	2,464	47%	2,558	49%	2,345	50%	2,300	52%	2,181	51%
Laney	4,402	42%	5,029	43%	5,085	46%	5,200	47%	5,095	46%	4,998	47%
Merritt	2,448	34%	2,656	37%	2,654	39%	2,325	42%	2,227	41%	2,253	40%
Vista	1,497	31%	1,598	32%	1,482	33%	1,057	32%	1,086	33%	1,147	37%

Source: *Research Student Download, Student Persistence Study Spring 1990-1995*
Population: *Student receiving any grade of record, including "W"*
Persistence: *Any enrollment in the following term.*
Sequence: *Spring to Fall*

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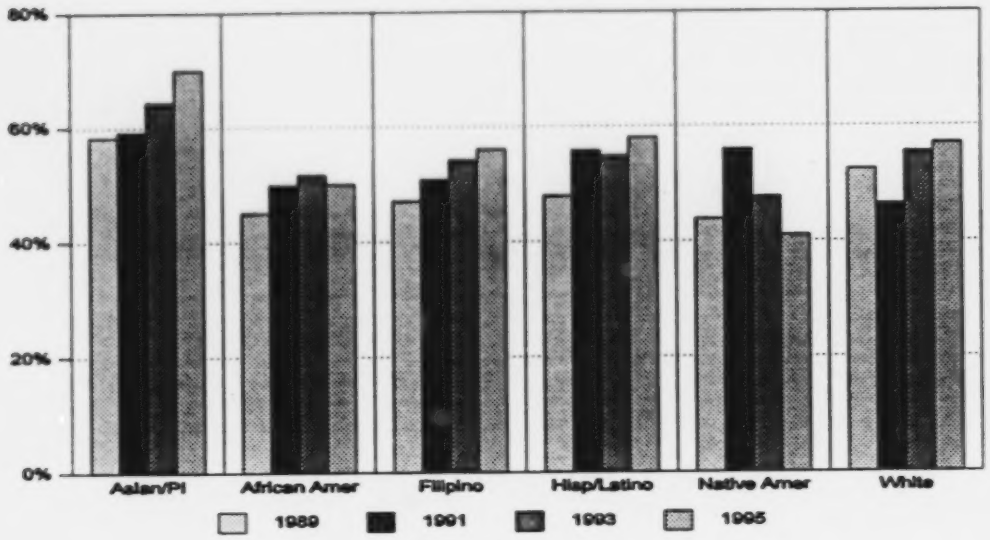
Persistence by Ethnicity

COLLEGE OF ALAMEDA
Fall 1989 - Fall 1995



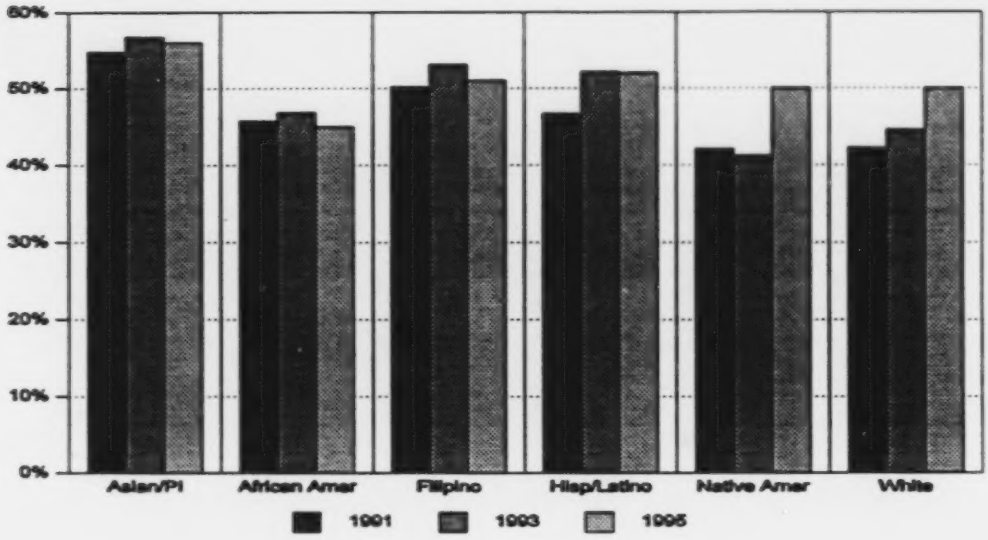
College of Alameda Persistence by Ethnicity Fall 1989 - Fall 1995

	Asian/ PI	African American	Filipino	Hispanic/ Latino	Native American	Other	White
1989	58%	45%	47%	48%	44%	48%	52%
1990	58%	47%	51%	52%	48%	53%	51%
1991	59%	50%	51%	56%	56%	40%	46%
1992	63%	51%	49%	60%	53%	61%	54%
1993	64%	52%	54%	55%	48%	62%	55%
1994	66%	48%	49%	56%	64%	70%	53%
1995	70%	50%	56%	58%	41%	61%	57%

***Source:** Research Student Download, Student Persistence Fall 1989 - 1995*
***Population:** Student receiving any grade of record, including 'W'.*
***Persistence:**Any enrollment in the following term.*
***Sequence:** Fall to Winter.*

Persistence by Ethnicity

COLLEGE OF ALAMEDA
Spring 1991 - Spring 1995



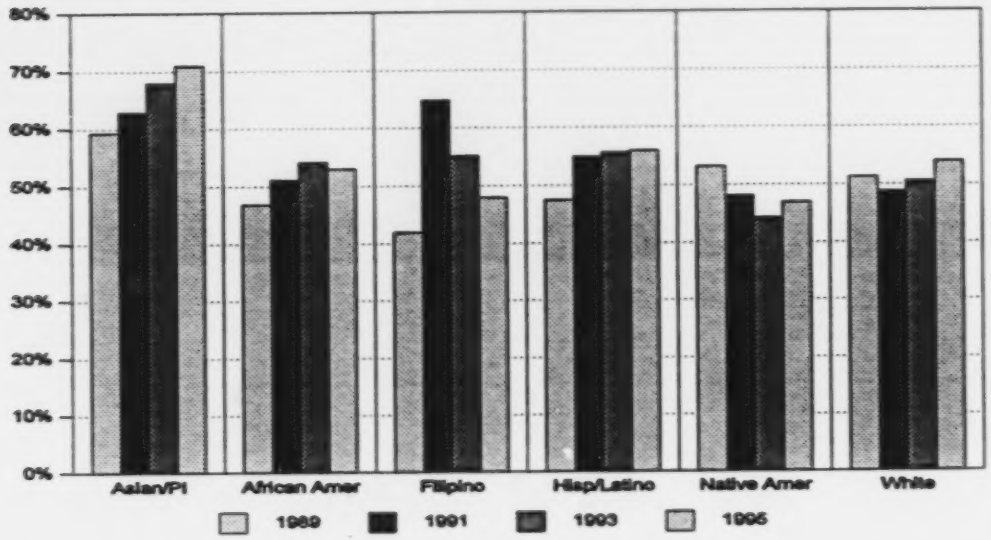
College of Alameda Persistence by Ethnicity Spring 1990 - Spring 1995

	Asian/PI	African American	Filipino	Hispanic/ Latino	Native American	Other	White
1990	54%	45%	49%	43%	52%	35%	46%
1991	55%	46%	50%	47%	42%	46%	42%
1992	59%	47%	51%	49%	54%	54%	44%
1993	57%	47%	53%	52%	41%	59%	45%
1994	59%	48%	53%	55%	29%	60%	46%
1995	56%	45%	51%	52%	50%	62%	50%

***Source:** Research Student Download, Student Persistence Spring 1990 - 1995*
***Population:** Student receiving any grade of record, including 'W'.*
***Persistence:** Any enrollment in the following term.*
***Sequence:** Spring to Fall.*

Persistence by Ethnicity

LANEY COLLEGE
Fall 1989 - Fall 1995



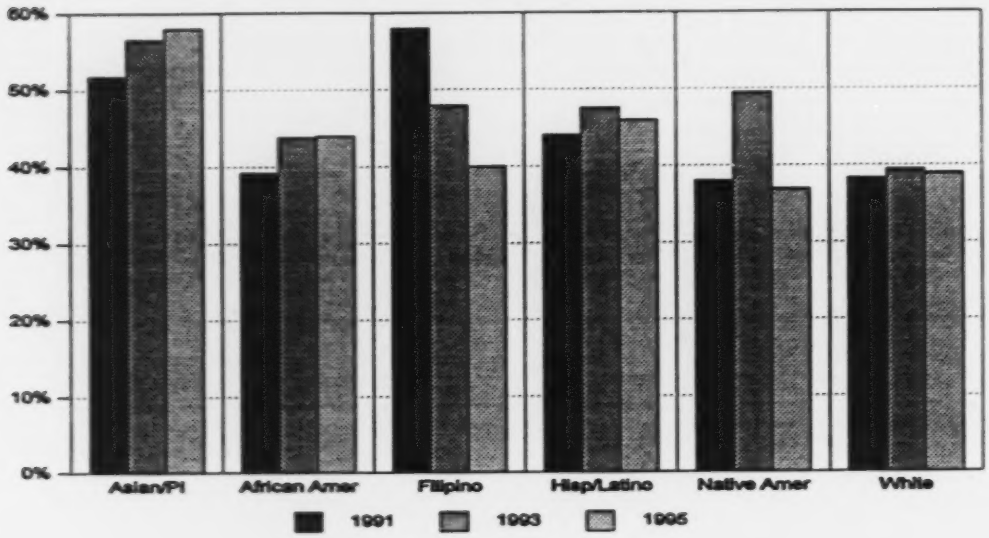
Laney College Persistence by Ethnicity Fall 1989 - Fall 1995

	Asian/PI	African American	Filipino	Hispanic/ Latino	Native American	Other	White
1989	59%	47%	42%	47%	53%	51%	51%
1990	66%	49%	68%	54%	61%	57%	53%
1991	63%	51%	65%	55%	48%	56%	49%
1992	65%	53%	64%	59%	45%	53%	48%
1993	68%	54%	55%	56%	44%	58%	51%
1994	68%	55%	52%	58%	54%	57%	53%
1995	71%	53%	48%	56%	47%	53%	54%

***Source:** Research Student Download, Student Persistence Fall 1989 - 1995*
***Population:** Student receiving any grade of record, including 'W'.*
***Persistence:** Any enrollment in the following term.*
***Sequence:** Fall to Spring.*

Persistence by Ethnicity

LANEY COLLEGE
Spring 1991 - Spring 1995



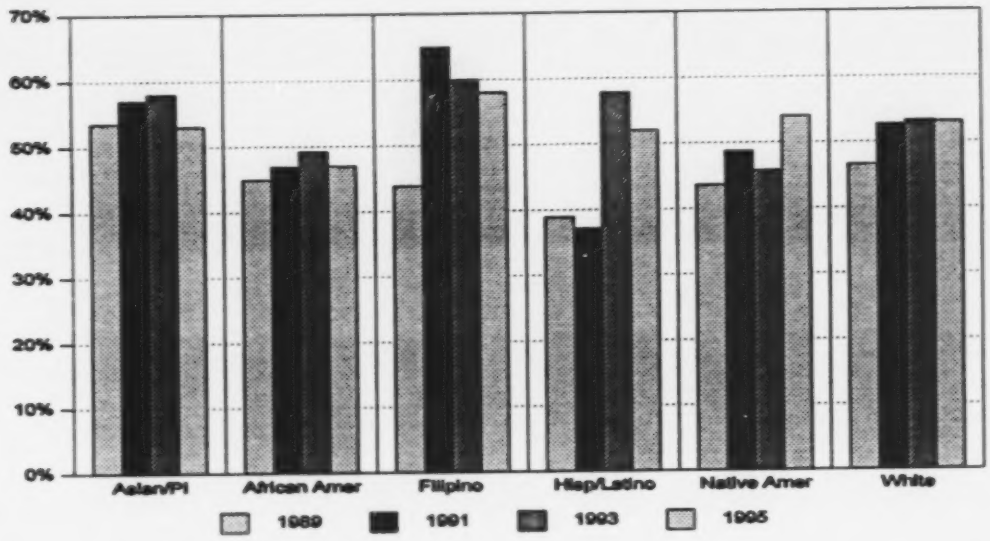
Laney College Persistence by Ethnicity Spring 1990 - Spring 1995

	Asian/PI	African American	Filipino	Hispanic/ Latino	Native American	Other	White
1990	51%	38%	53%	43%	38%	38%	38%
1991	52%	39%	58%	44%	38%	38%	38%
1992	54%	44%	60%	47%	42%	51%	38%
1993	57%	44%	48%	48%	49%	49%	39%
1994	56%	44%	41%	49%	37%	49%	39%
1995	58%	44%	40%	46%	37%	42%	39%

***Source:** Research Student Download, Student Persistence Spring 1990 - 1995*
***Population:** Student receiving any grade of record, including 'W'.*
***Persistence:** Any enrollment in the following term.*
***Sequence:** Spring to Fall.*

Persistence by Ethnicity

MERRITT COLLEGE
Fall 1989 - Fall 1995



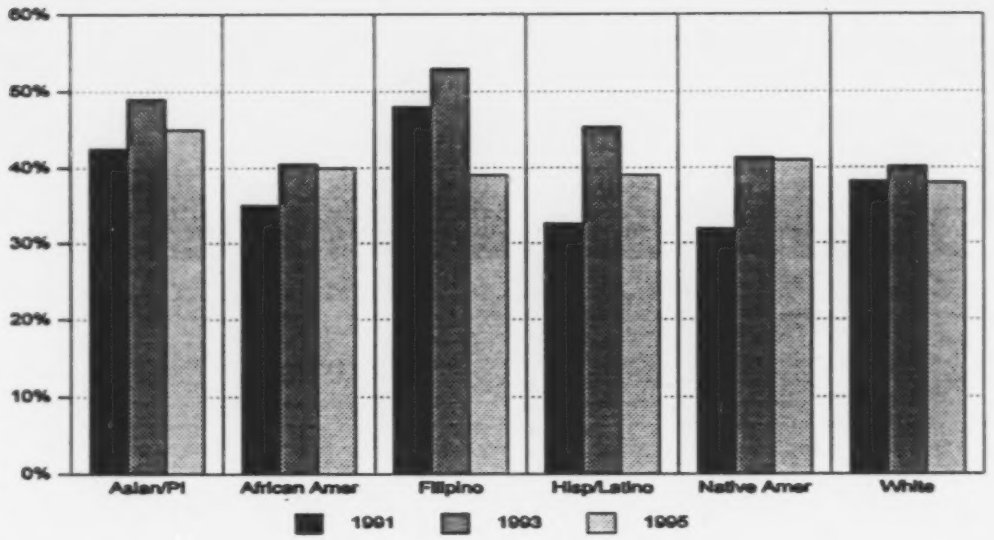
Merritt College Persistence by Ethnicity Fall 1989 - Fall 1995

	Asian/ PI	African American	Filipino	Hispanic/ Latino	Native American	Other	White
1989	54%	45%	44%	39%	44%	54%	47%
1990	58%	45%	52%	44%	45%	63%	54%
1991	57%	47%	65%	37%	49%	48%	53%
1992	54%	48%	48%	51%	57%	54%	47%
1993	58%	49%	60%	58%	46%	53%	53%
1994	54%	51%	53%	51%	50%	58%	50%
1995	53%	47%	58%	52%	54%	55%	53%

***Source:** Research Student Download, Student Persistence Fall 1989 - 1995*
***Population:** Student receiving any grade of record, including 'W'.*
***Persistence:** Any enrollment in the following term.*
***Sequence:** Fall to Spring.*

Persistence by Ethnicity

MERRITT COLLEGE
Spring 1991 - Spring 1995



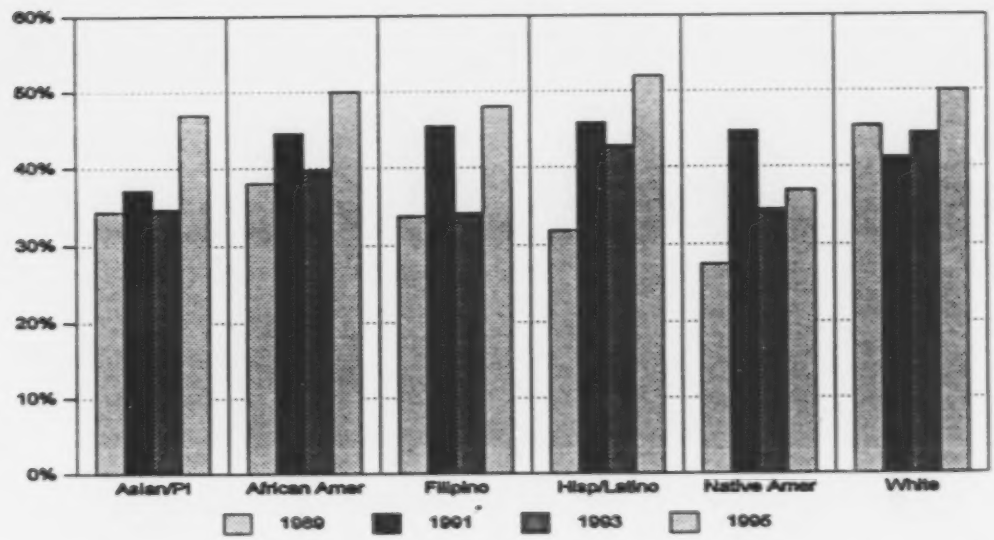
Merritt College Persistence by Ethnicity Spring 1990 - Spring 1995

	Asian/ PI	African American	Filipino	Hispanic/ Latino	Native American	Other	White
1990	38%	33%	43%	28%	38%	34%	35%
1991	43%	35%	48%	33%	32%	43%	38%
1992	47%	37%	49%	32%	29%	45%	42%
1993	49%	41%	53%	45%	41%	42%	40%
1994	46%	40%	43%	41%	38%	47%	40%
1995	45%	40%	39%	39%	41%	46%	38%

***Source:** Research Student Download, Student Persistence Spring 1990 - 1995*
***Population:** Student receiving any grade of record, including 'W'.*
***Persistence:** Any enrollment in the following term.*
***Sequence:** Spring to Fall.*

Persistence by Ethnicity

VISTA COLLEGE
Fall 1989 - Fall 1995



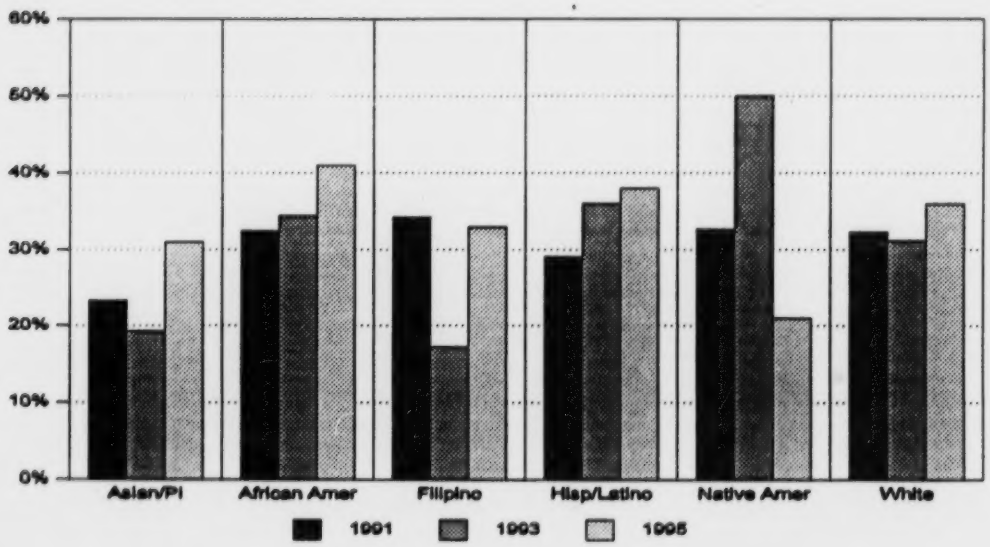
Vista College Persistence by Ethnicity Fall 1989 - Fall 1995

	Asian/ PI	African American	Filipino	Hispanic/ Latino	Native American	Other	White
1989	34%	38%	34%	32%	27%	42%	45%
1990	38%	47%	39%	46%	50%	44%	45%
1991	37%	45%	45%	46%	45%	44%	41%
1992	30%	41%	33%	39%	51%	31%	32%
1993	35%	40%	34%	43%	34%	35%	44%
1994	43%	47%	27%	47%	28%	46%	45%
1995	47%	50%	48%	52%	37%	37%	50%

***Source:** Research Student Download, Student Persistence Fall 1989 - 1995*
***Population:** Student receiving any grade of record, including 'W'.*
***Persistence:** Any enrollment in the following term.*
***Sequence:** Fall to Spring.*

Persistence by Ethnicity

VISTA COLLEGE
Spring 1991 - Spring 1995



Vista College Persistence by Ethnicity Spring 1990 - Spring 1995

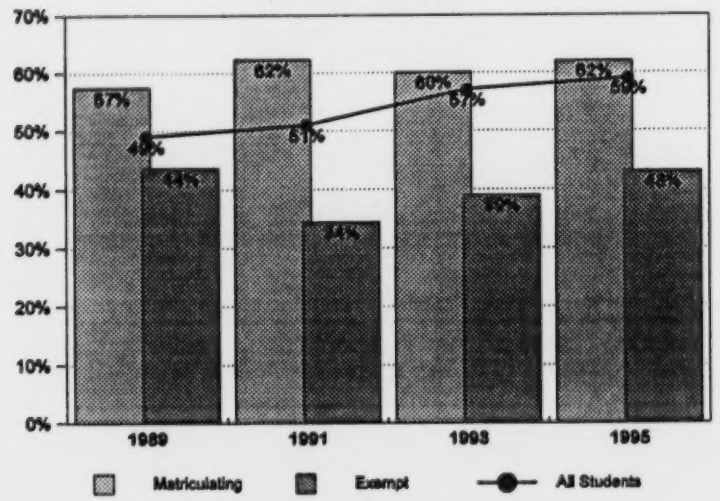
	Asian/PI	African American	Filipino	Hispanic/ Latino	Native Amercian	Other	White
1990	29%	34%	15%	27%	35%	34%	32%
1991	23%	32%	34%	29%	33%	34%	32%
1992	29%	41%	35%	32%	36%	33%	32%
1993	19%	34%	17%	36%	50%	30%	31%
1994	28%	37%	31%	34%	28%	24%	34%
1995	31%	41%	33%	38%	21%	42%	36%

***Source:** Research Student Download, Student Persistence Spring 1990 - 1995*
***Population:** Student receiving any grade of record, including 'W'.*
***Persistence:** Any enrollment in the following term.*
***Sequence:** Spring to Fall.*

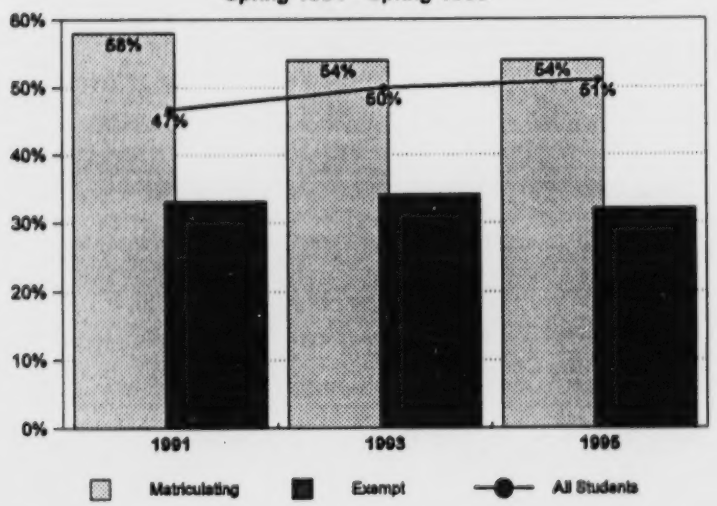
Persistence by Matriculation Status

College of Alameda

Fall 1989 - Fall 1995



Spring 1991 - Spring 1995



Source: *Research Student Download. Student Persistence Study Fall/Spring 1989 - 1995*
Population: *Student receiving any grade of record, including 'W'.*
Persistance: *Any enrollment in the following term.*
Sequence: *Fall to Spring/Winter, Spring to Fall.*

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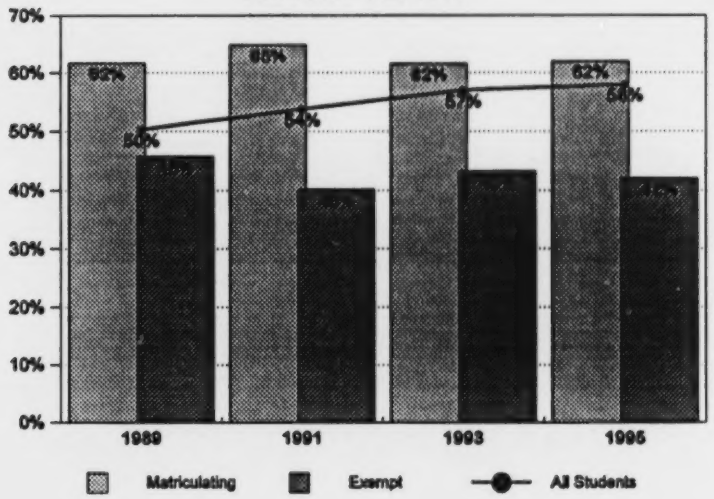
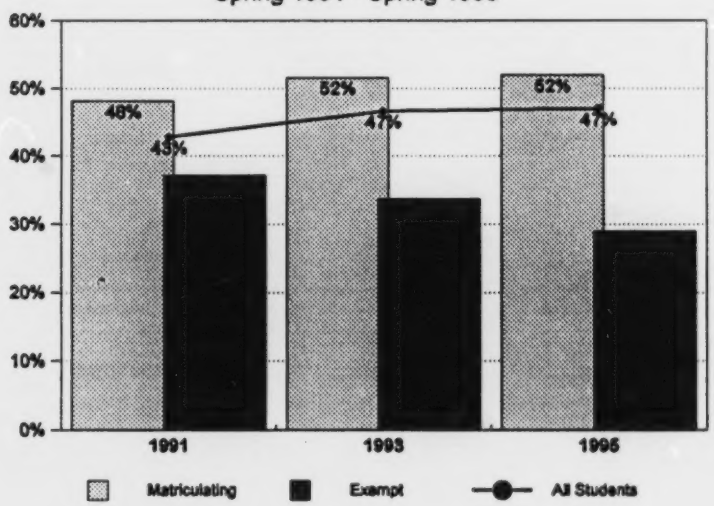
Persistence by Matriculation Status

Laney College

Fall 1989 - Fall 1995



Spring 1991 - Spring 1995



Source: *Research Student Download. Student Persistence Study Fall/Spring 1989 - 1995*
Population: *Student receiving any grade of record, including 'W'.*
Persistence: *Any enrollment in the following term.*
Sequence: *Fall to Spring/Winter, Spring to Fall.*

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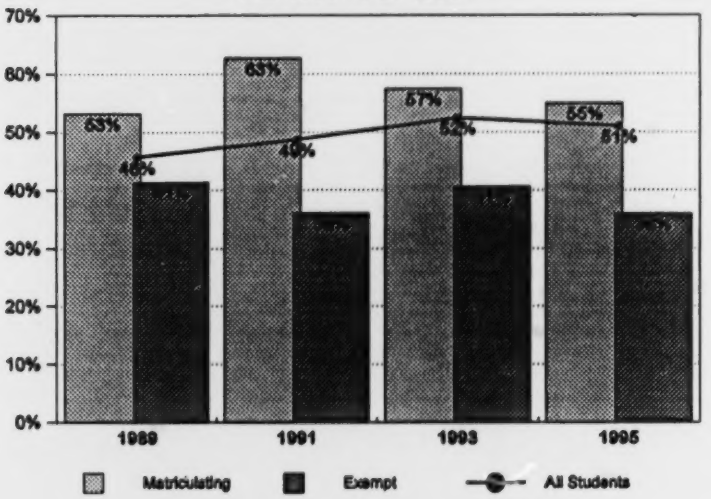
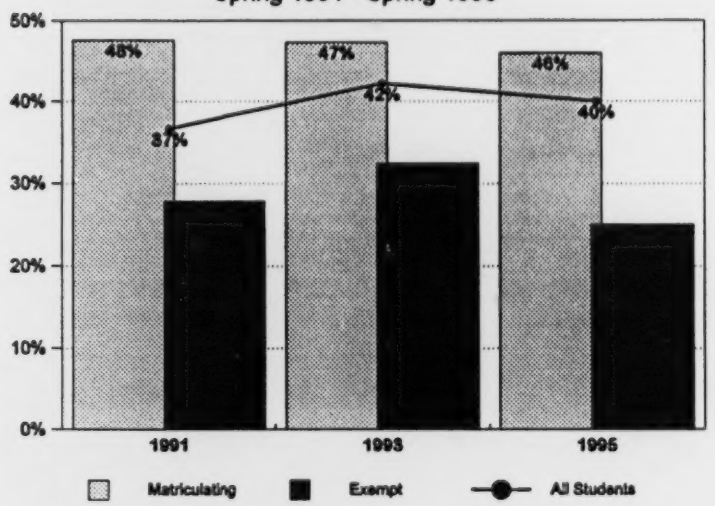
Persistence by Matriculation Status

Merritt College

Fall 1989 - Fall 1995



Spring 1991 - Spring 1995

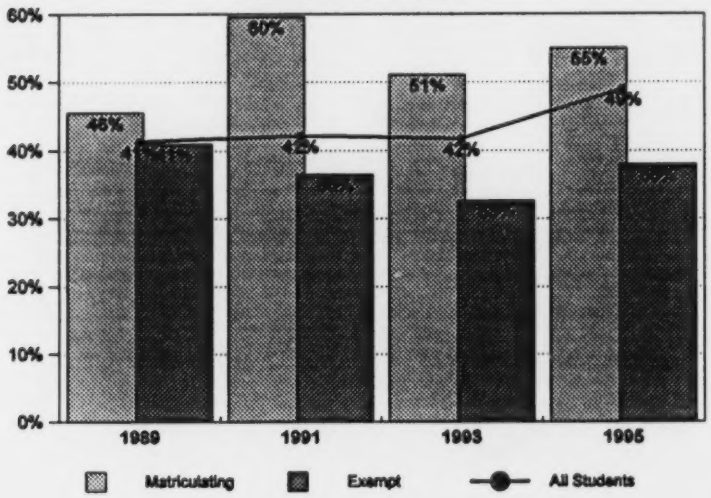


Source: *Research Student Download. Student Persistence Study Fall/Spring 1989 - 1995*
Population: *Student receiving any grade of record, including 'W'.*
Persistence: *Any enrollment in the following term.*
Sequence: *Fall to Spring/Winter, Spring to Fall.*

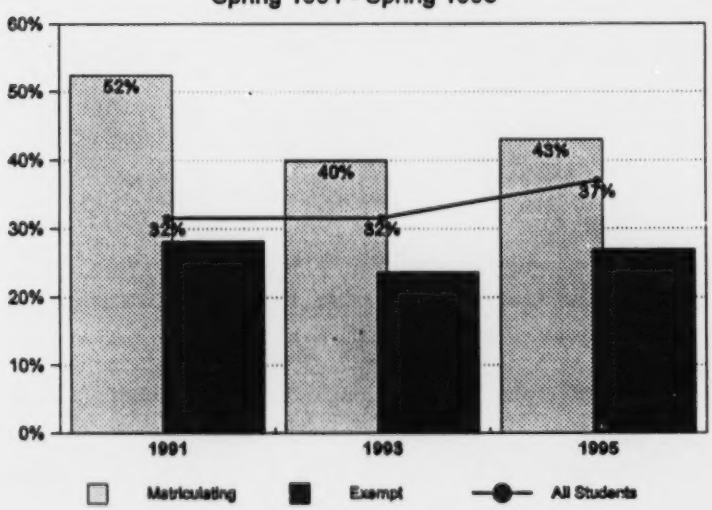
Persistence by Matriculation Status

Vista College

Fall 1989 - Fall 1995



Spring 1991 - Spring 1995



***Source:** Research Student Download. Student Persistence Study Fall/Spring 1989 - 1995*
***Population:** Student receiving any grade of record, including 'W'.*
***Persistence:** Any enrollment in the following term.*
***Sequence:** Fall to Spring/Winter, Spring to Fall.*

Degrees and Certificates

Despite the decline in district enrollment from 1980-81 to 1994-95, College of Alameda, Laney, and Merritt are awarding about the same number of degrees and Vista has dramatically increased the number awarded. The ratio of degrees awarded to total enrollment has improved at all the colleges. Approximately one out of every 7 students who indicated that they wanted an associate degree received one at College of Alameda and Merritt. At Vista and Laney that figure was one out of every 9 to 10 students.

Ratio of Associate Degrees Awarded to Enrollment

	1980-81*		1994-95*		
	# Degrees	Enrollment and Ratio**	# Degrees	Enrollment and ratio**	# Degree Students and Ratio***
Alameda	248	7,632 1:31	314	5,597 1:18	2,060 1:7
Laney	249	11,452 1:45	322	10,433 1:32	3,308 1:10
Merritt	283	10,808 1:38	268	5,769 1:22	1,885 1:7
Vista	1	11,000 1:11,000	87	3,227 1:37	823 1:9

** Source: 1980-81: Annual Report, PCCD Office of Institutional Analysis; 1994-95: Degrees-SB481 Download, Enrollment-/SDS Fall 94*
** Ratio of degrees awarded to total enrollment;
*** Ratio of degrees awarded to number of students who indicated on the admissions application that they intended to get a degree. A Degree Student is one who has indicated an intent to obtain a degree.

The Peralta Community College District awarded 991 associate degrees in 1994-95 (unduplicated credit enrollment 22,186). By way of comparison, San Francisco City College awarded 1,038 associate degrees (total credit enrollment 27,674). 25.3% of San Francisco City College's credit students are enrolled full-time, compared to 30% at Peralta (cumulative, all colleges); the State total is 32.3% full-time (12 or more units). *[Accountability Atlas, City College of San Francisco, Fall 1994]*

The number of associate degrees awarded by College of Alameda has increased in all but one of the past ten years. The number of Associate of Science degrees awarded doubled from 1992-93 to 1993-94. Asians and African Americans are awarded the most associate degrees. Asians also outnumber all other ethnic groups in the number of certificates awarded. In 1994-95, the number of Associate of Arts degrees conferred jumped by 100 awards.

The number of degrees and certificates awarded by Laney College has increased by 61% over the past seven years. Asians and African Americans are awarded the most associate degrees. Asians and African Americans also outnumber all other ethnic groups in the number of certificates awarded. The number of Associate of Arts degrees increased by one-third at Laney in 1994-95. In the past three years, there has been a steady increase in associate degrees awarded (a 59% increase).

The number of A.A. degrees awarded at Merritt jumped 41%, from 116 in 1993-94 to 163 in 1994-95. A.A. awards had increased by 27% in the previous year. African Americans outnumber all other ethnic groups in the number of Associate of Arts degrees and certificates awarded. Merritt awards a sizable number of Associate of Science degrees due to its Nursing and Radiologic Technology programs.

In the past 10 years, the number of degrees awarded by Vista has increased from a handful to almost 90. The number of degrees conferred at Vista is noteworthy since only 15% of the students are enrolled full-time. Over half (51%) of those degrees were awarded to African Americans. The number of certificates awarded increased 58% in 1994-95.

Full-time Enrollment by College Fall 1979 and Fall 1994

	Alameda		Laney		Merritt		Vista	
	1979	1994	1979	1994	1979	1994	1979	1994
% Full-time	31%	32%	27%	25%	28%	20%	1%	15%

Source: 1979: Annual Report, PCCD Office of Institutional Analysis, 1994: Research Student Download, Student Success 89-94

Nationally, the five most popular fields at community colleges in which associate degrees are awarded are liberal/general studies, business management, health professions, engineering-related technologies, and protective services. *[ERIC, EDINFO, November 1995]* At Peralta, the most popular majors are Interdisciplinary Studies (Laney and Vista), Business (Alameda), and Health (Merritt).

Degrees Awarded by Major, Districtwide 1989/90 - 1994/95

	1989-90	1990-91	1991-92	1992-93	1993-94	1994-95	Total
Interdiscip Studies	141	194	276	275	338	421	1,645
Business	126	106	111	123	149	149	764
Social Science	75	77	93	87	98	195	625
Health	57	46	51	63	76	58	351
Engin & Related Tech	49	37	46	35	59	30	256
Public Affairs/Service	35	21	33	15	30	32	166
Mathematics	11	23	14	15	18	23	104
CIS	3	9	16	17	15	11	71
Psychology	2	7	7	14	4	18	52
Communications	15	1	14	8	5	7	50
Law	4	6	5	6	6	16	43
Fine/Applied Arts	8	4	7	2	4	9	34
Commercial Services	5	1	7	3	7	3	26
Consumer Ed/Home Econ	3	6	3	5	5	3	25
Agricult/Nat Res	1	5	6	1	1	4	18
Foreign Language	2	1	2	0	1	5	11
Education	0	0	1	2	1	4	8
Arch/Environ Design	3	0	0	0	4	0	7
Humanities	1	0	1	1	2	1	6
Biological Science	1	0	1	0	0	2	4
Total	542	544	694	672	823	991	4,266

Source: SB481 download

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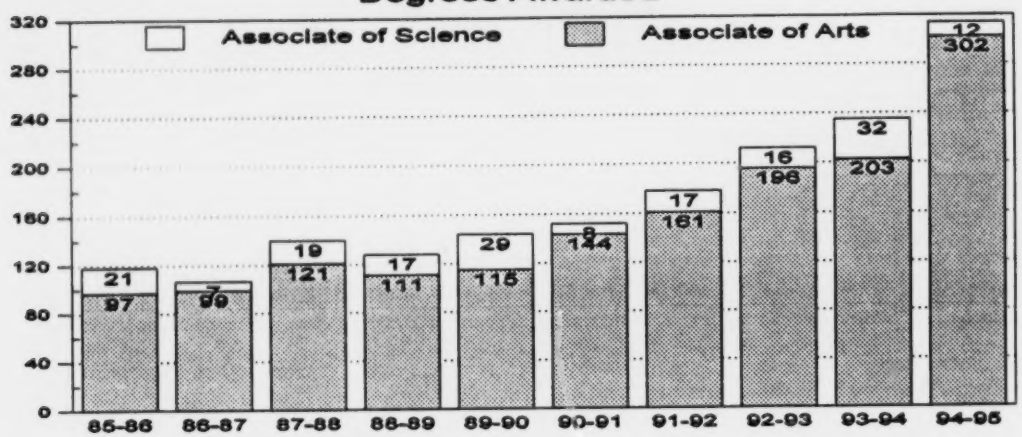
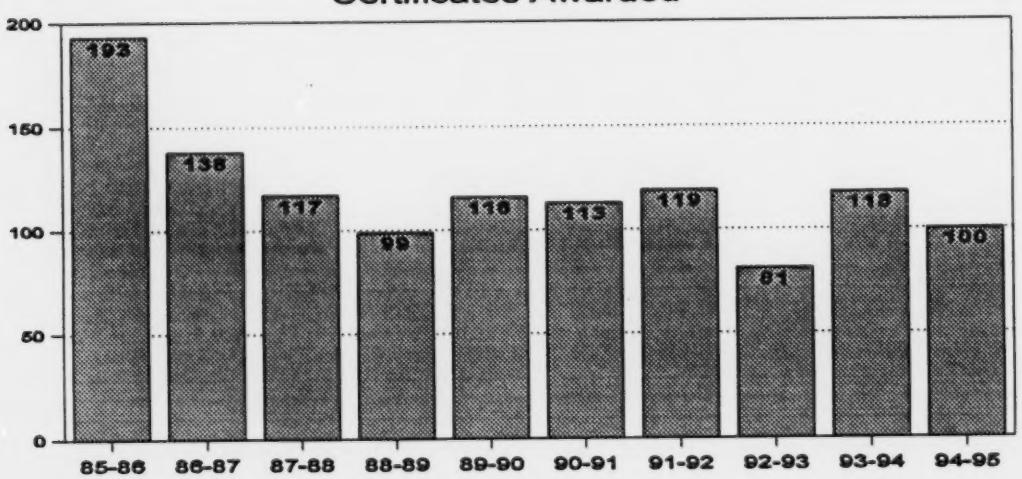
Degrees and Certificates 1985-86 Through 1994-95

COLLEGE OF ALAMEDA

Degrees Awarded



Certificates Awarded



College of Alameda Degrees and Certificates 1985-86 through 1994-95

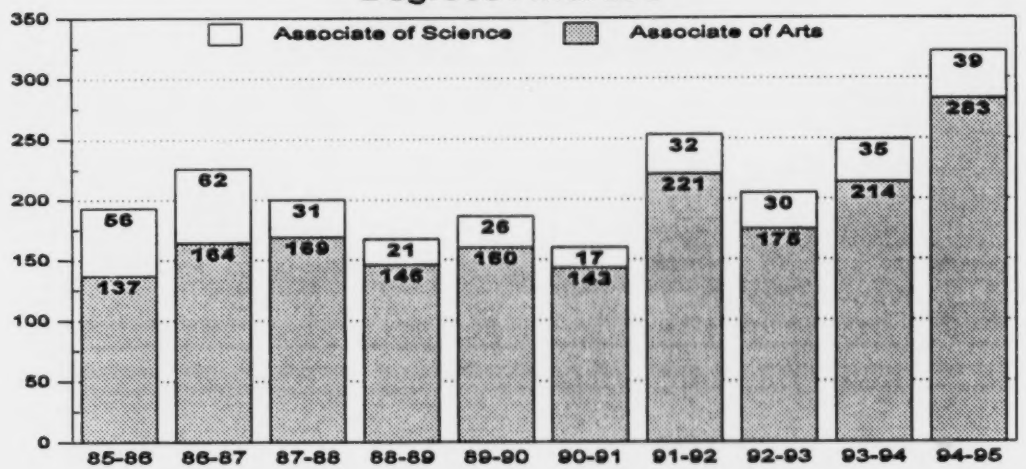
	85-86	86-87	87-88	88-89	89-90	90-91	91-92	92-93	93-94	94-95
AA	97	99	121	111	115	144	161	196	203	302
AS	21	7	19	17	29	8	17	16	32	12
Certificates	193	138	117	99	116	113	119	81	118	100

Numbers represent degrees and certificates awarded, not individuals receiving those awards. One student may receive a degree and a certificate in the same major and/or receive the same type of degree or certificate in more than one major.
***Source:** SB481 download*

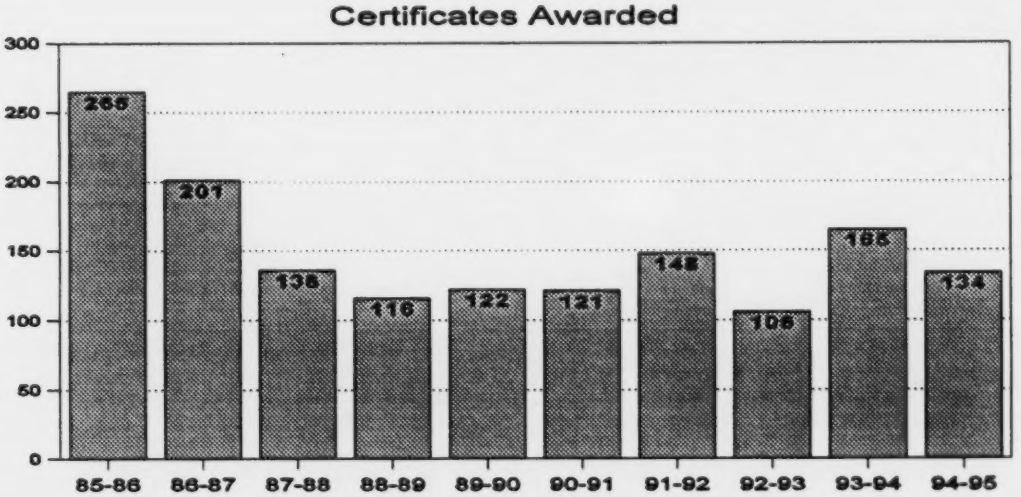
Degrees and Certificates 1985-86 Through 1994-95

LANEY COLLEGE

Degrees Awarded



Certificates Awarded



Laney College Degrees and Certificates 1985-86 through 1994-95

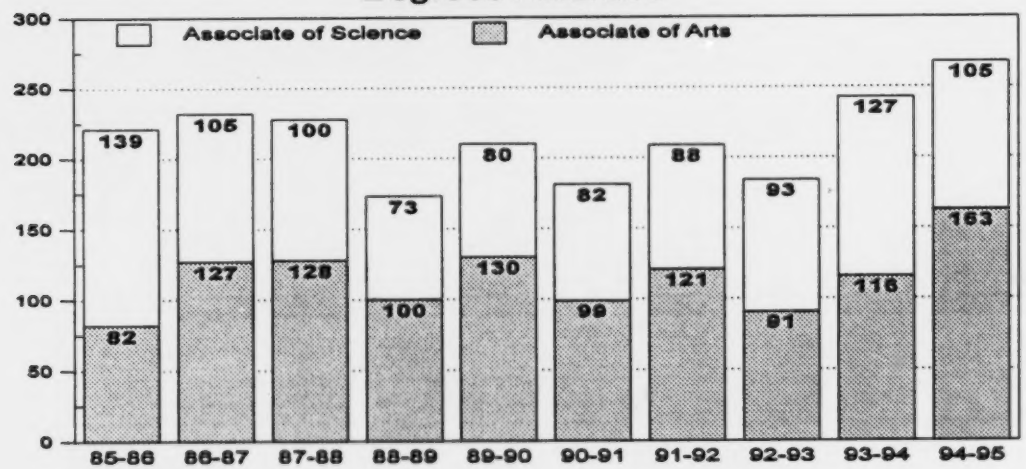
	85-86	86-87	87-88	88-89	89-90	90-91	91-92	92-93	93-94	94-95
AA	137	164	169	146	160	143	221	175	214	283
AS	56	62	31	21	26	17	32	30	35	39
Certificates	265	201	136	116	122	121	148	106	165	134

Numbers represent degrees and certificates awarded, not individuals receiving those awards. One student may receive a degree and a certificate in the same major and/or receive the same type of degree or certificate in more than one major.
***Source:** SB481 download*

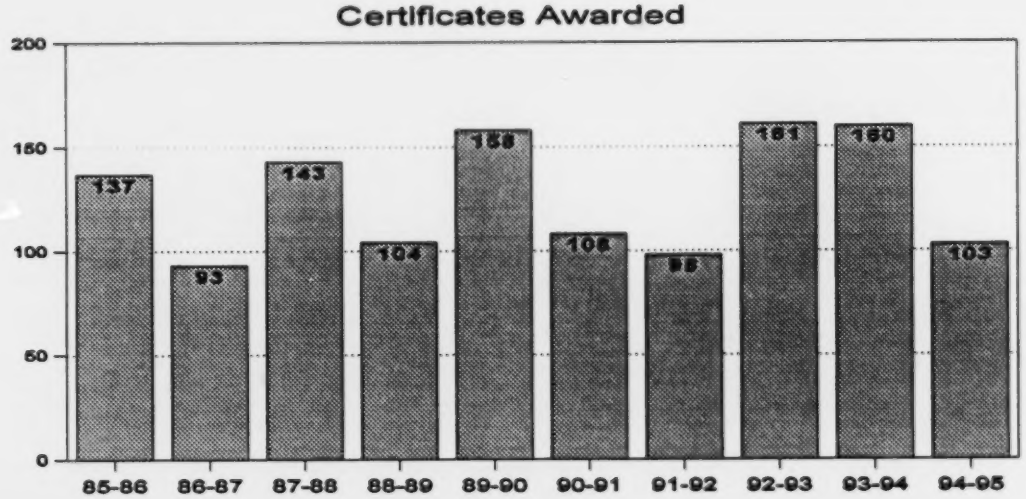
Degrees and Certificates 1985-86 Through 1994-95

MERRITT COLLEGE

Degrees Awarded



Certificates Awarded



Merritt College Degrees and Certificates 1985-86 through 1994-95

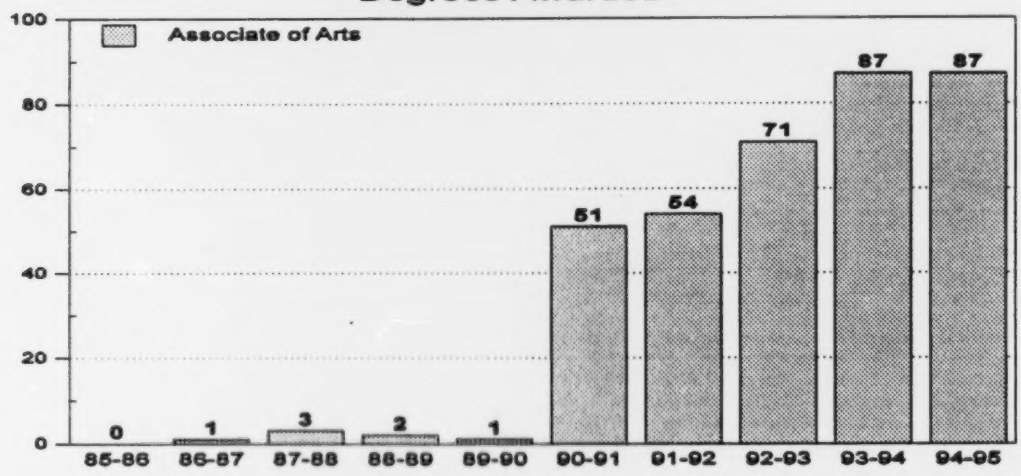
	85-86	86-87	87-88	88-89	89-90	90-91	91-92	92-93	93-94	94-95
AA	82	127	128	100	130	99	121	91	116	163
AS	139	105	100	73	80	82	88	93	127	105
Certificates	137	93	143	104	158	108	98	161	160	103

Numbers represent degrees and certificates awarded, not individuals receiving those awards. One student may receive a degree and a certificate in the same major and/or receive the same type of degree or certificate in more than one major.
***Source:** SB481 download*

Degrees and Certificates 1985-86 Through 1994-95

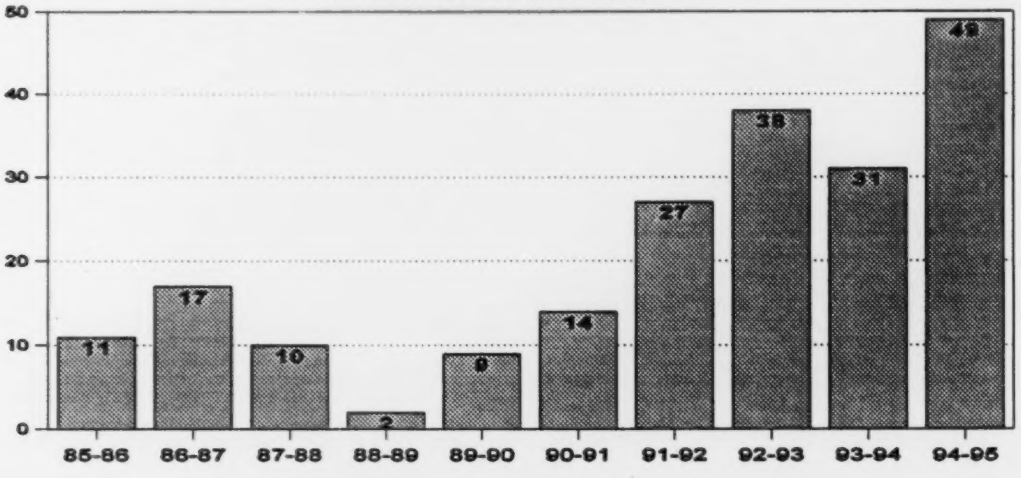
VISTA COLLEGE

Degrees Awarded



Vista awarded 1 Associate of Science degree in 89-90

Certificates Awarded



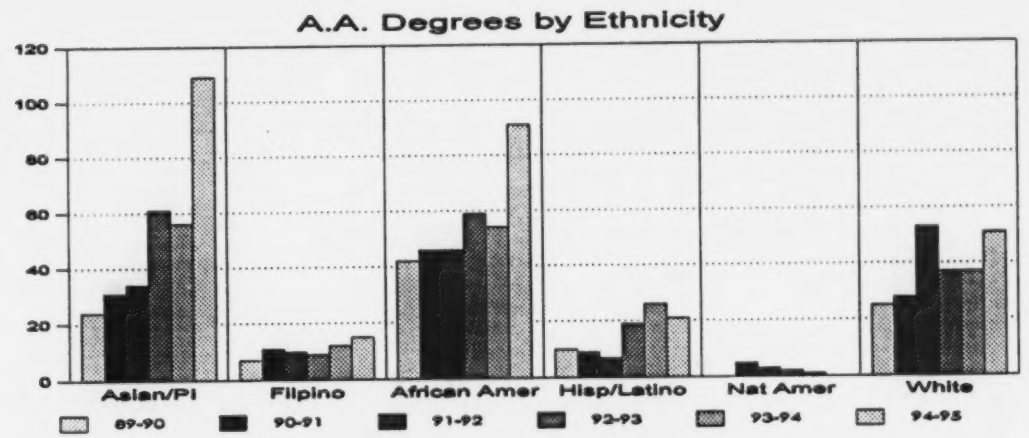
Vista College Degrees and Certificates 1985-86 through 1994-95

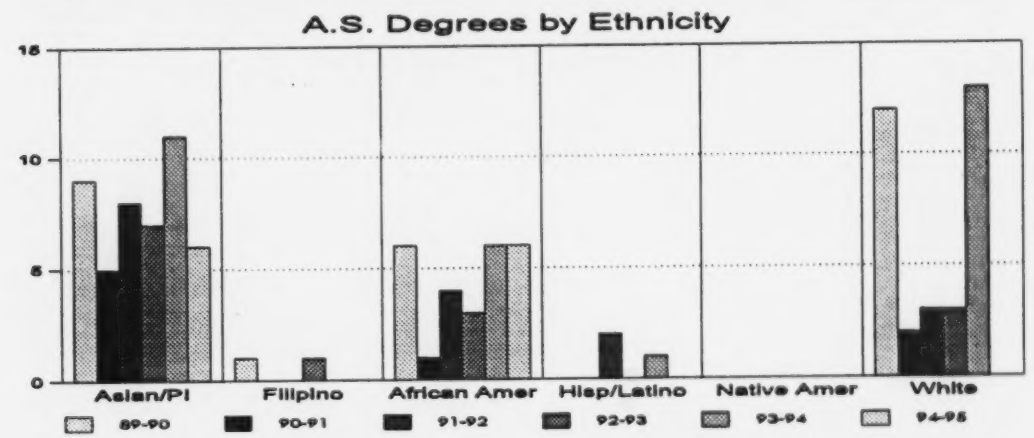
Vista	85-86	86-87	87-88	89-89	89-90	90-91	91-92	92-93	93-94	94-95
AA	0	1	3	2	1	51	54	71	87	87
AS	0	0	0	0	1	0	0	0	0	0
Certificates	11	17	10	2	9	14	27	38	31	49

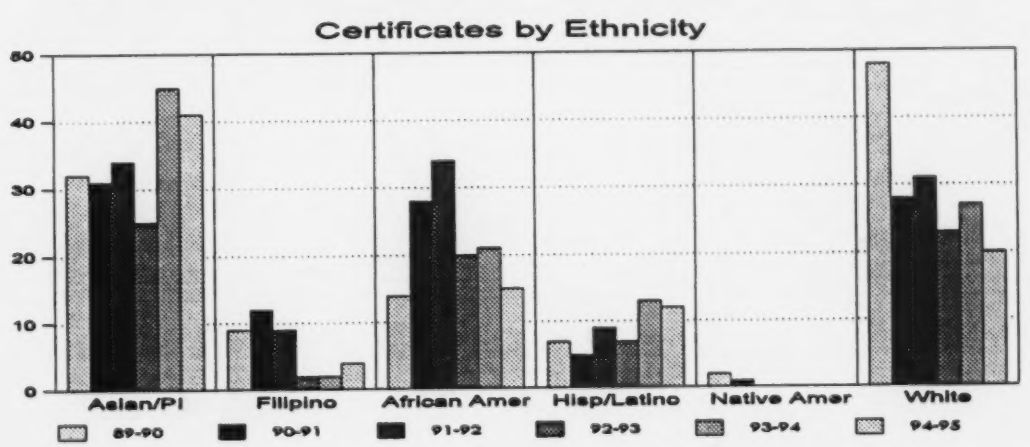
Numbers represent degrees and certificates awarded, not individuals receiving those awards. One student may receive a degree and a certificate in the same major and/or receive the same type of degree or certificate in more than one major.
***Source:** SB481 download*

Degrees and Certificates 1985-86 Through 1994-95

COLLEGE OF ALAMEDA



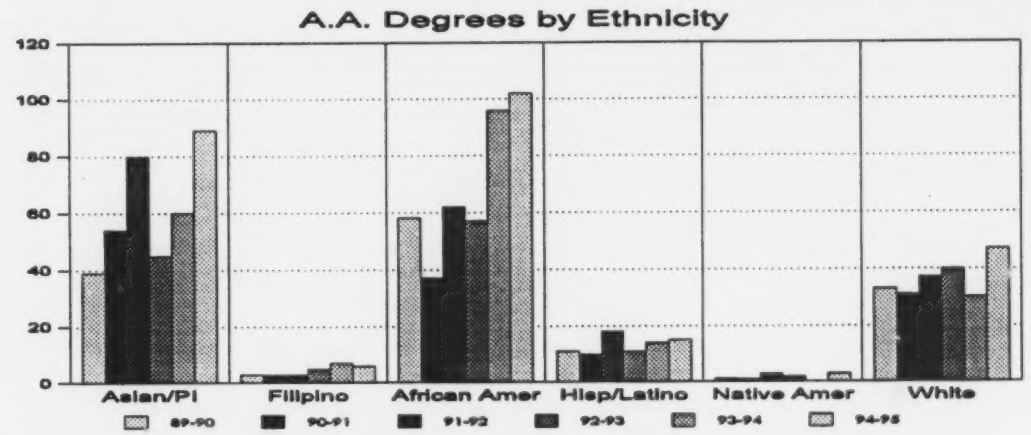


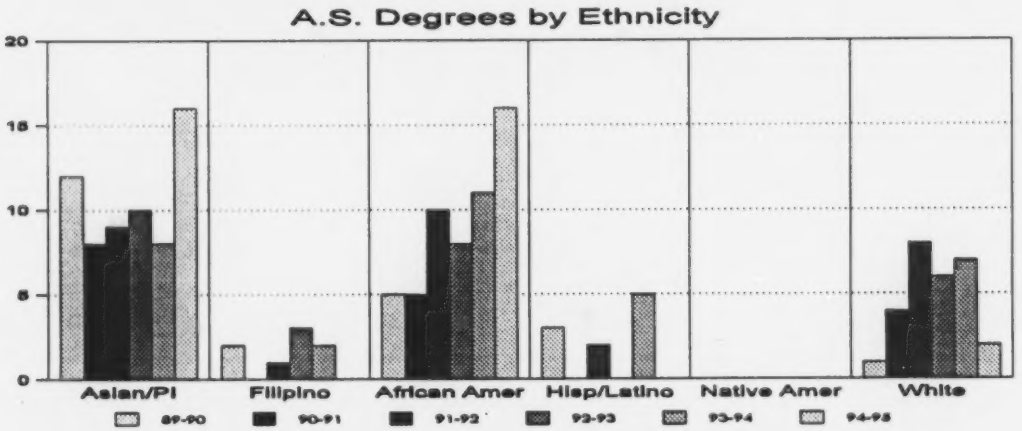


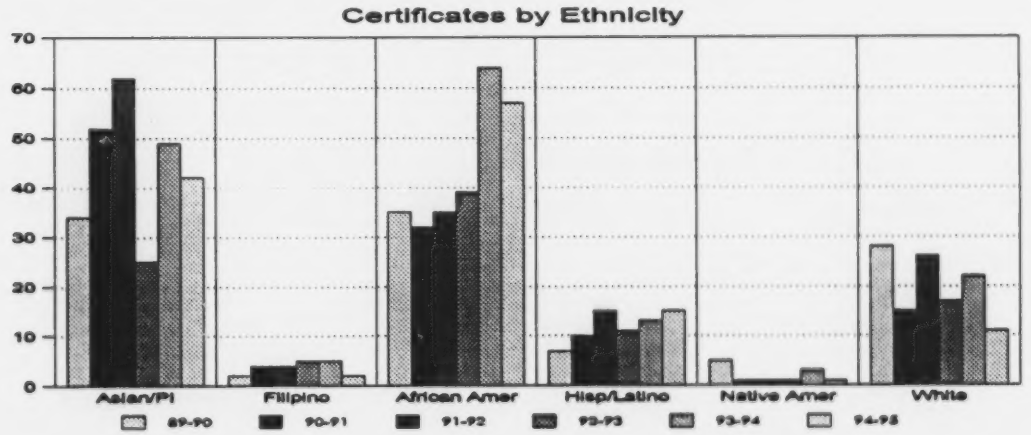
Source:SB481 download

Degrees and Certificates
1985-86 Through 1994-95

LANEY COLLEGE







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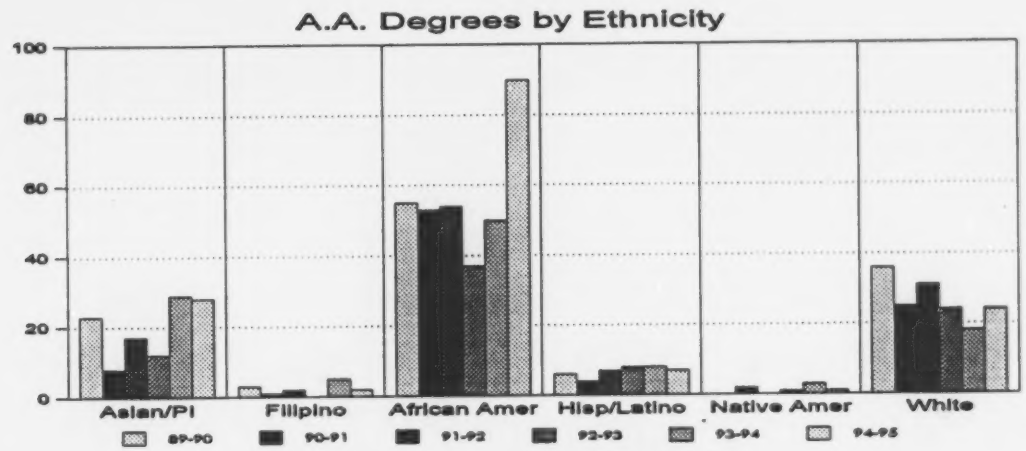
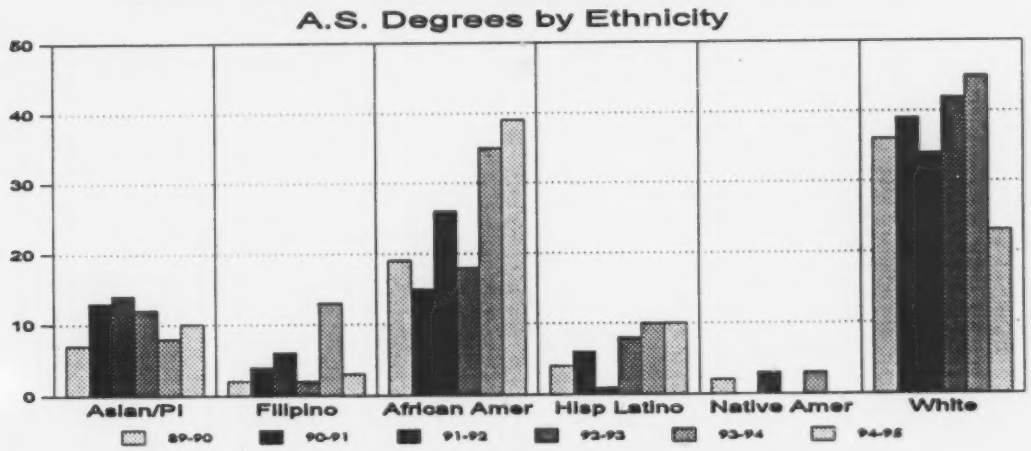
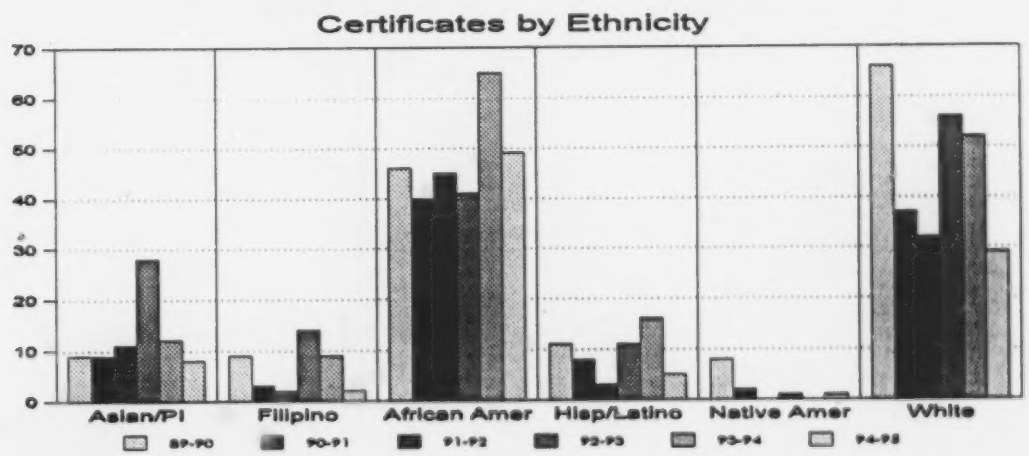
Degrees and Certificates 1985-86 Through 1994-95

MERRITT COLLEGE



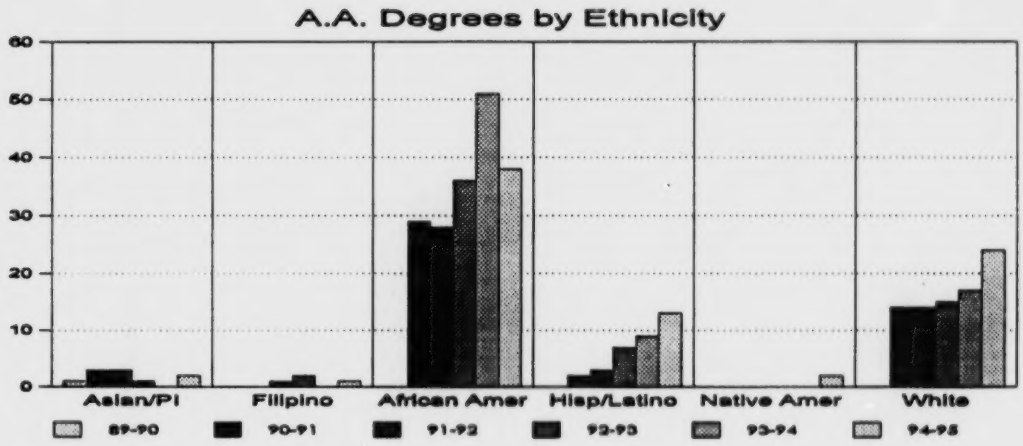




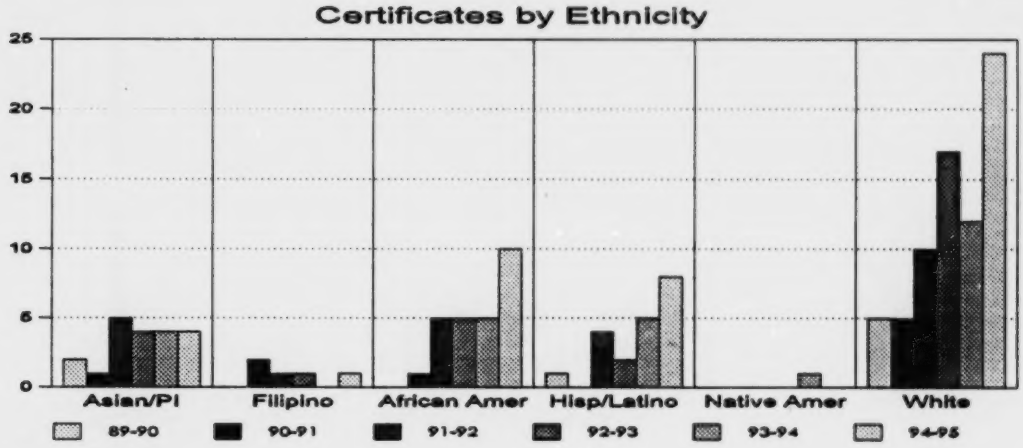
Source:SB481 download

Degrees and Certificates
1985-86 Through 1994-95

VISTA COLLEGE



Vista College awarded 1 Associate of Science degree in 1989-90

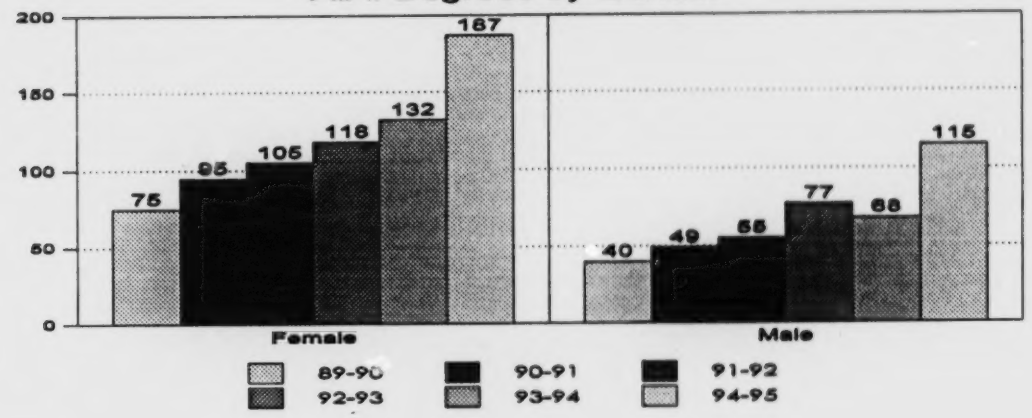


Source:SB481 download

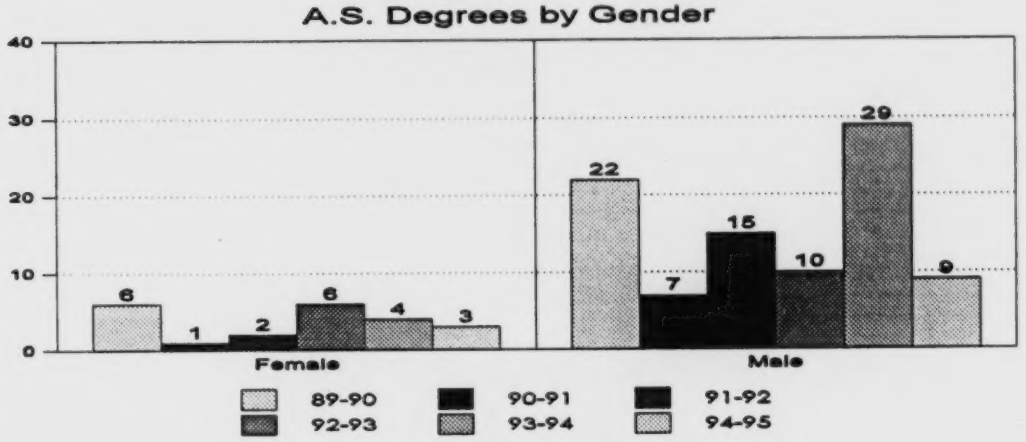
Degrees and Certificates
1985-86 Through 1994-95

COLLEGE OF ALAMEDA

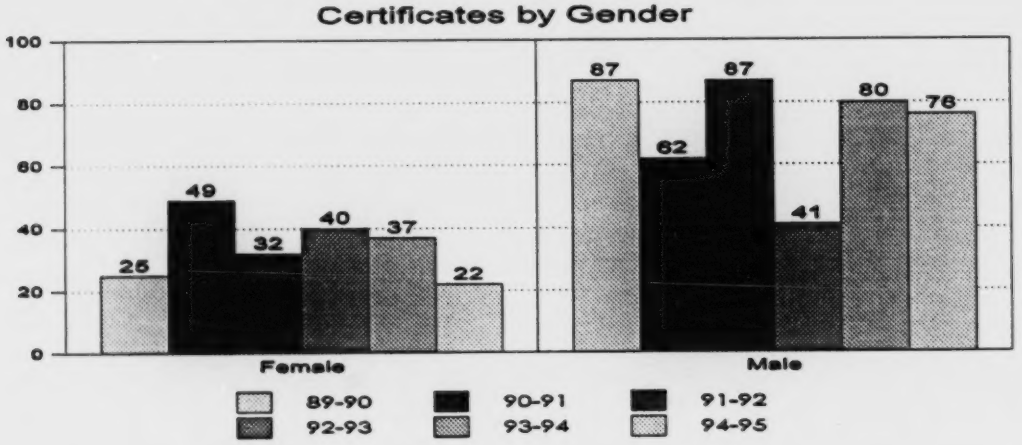
A.A. Degrees by Gender



A.S. Degrees by Gender



Certificates by Gender

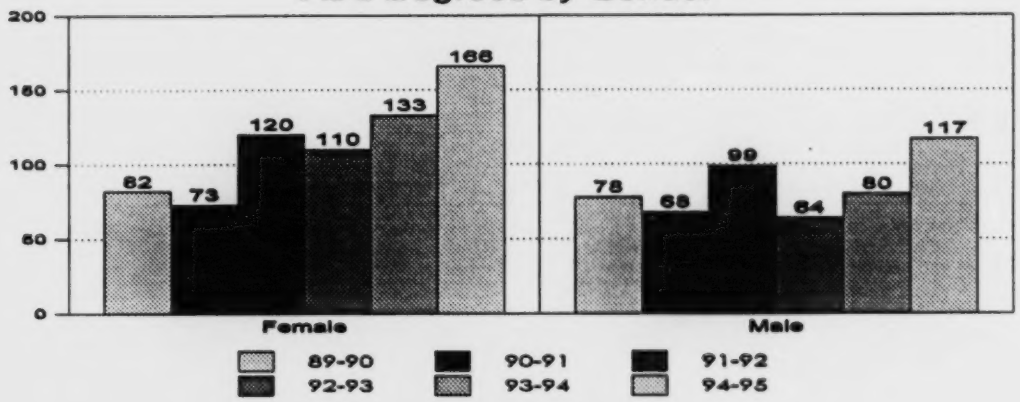


Source:SB481 download

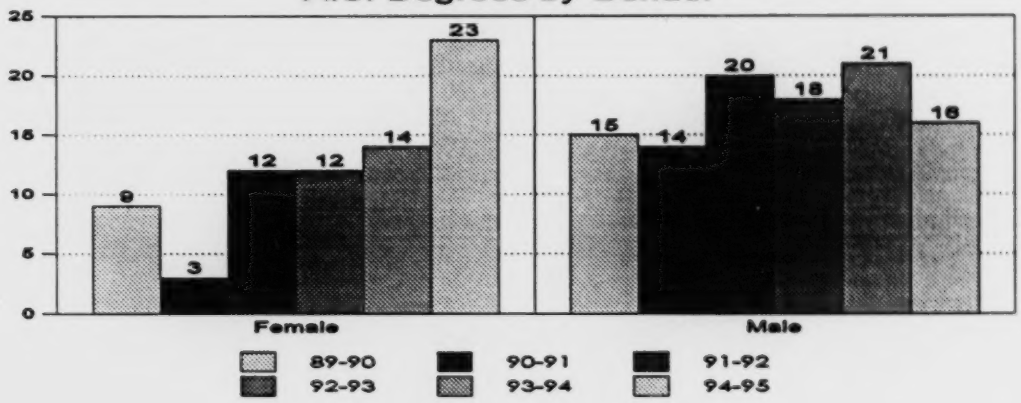
Degrees and Certificates
1985-86 Through 1994-95

LANEY COLLEGE

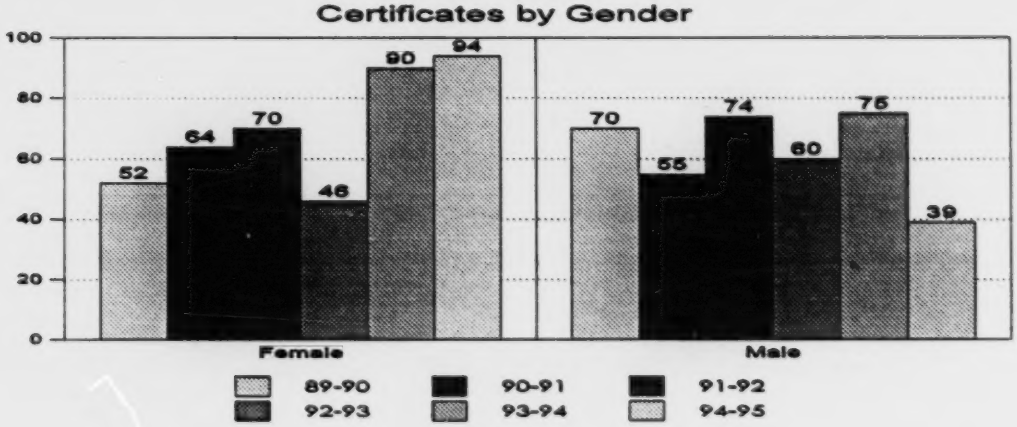
A.A. Degrees by Gender



A.S. Degrees by Gender



Certificates by Gender

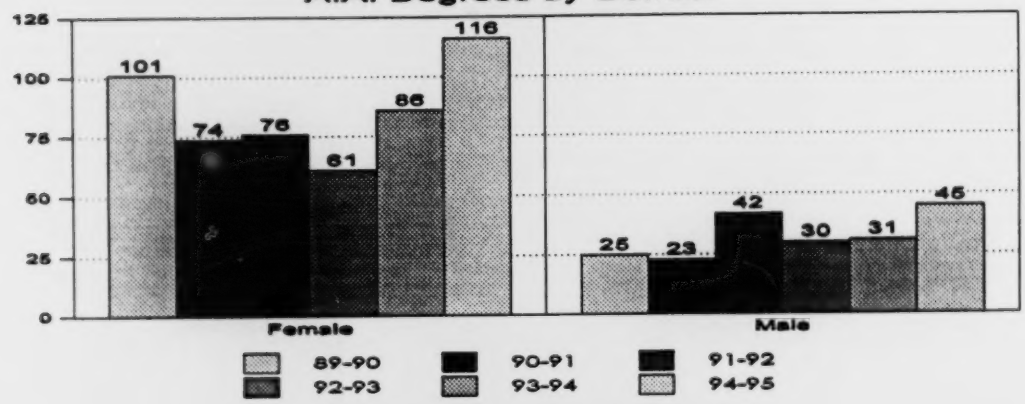


Source:SB481 download

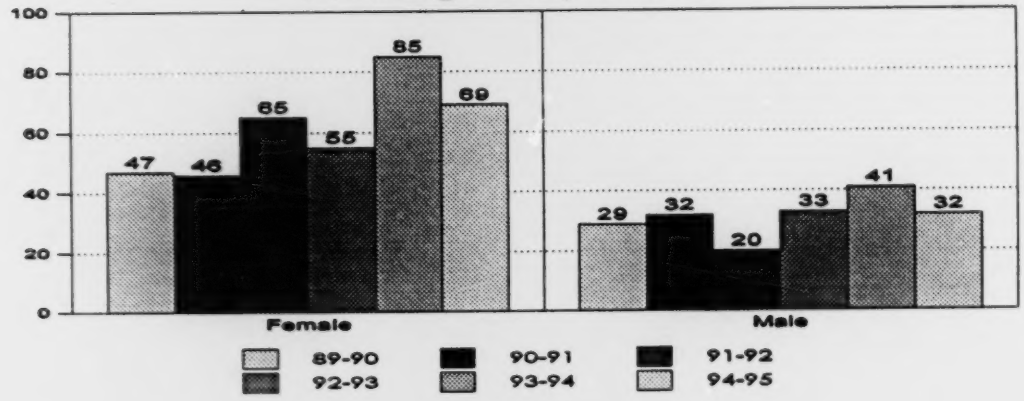
Degrees and Certificates
1985-86 Through 1994-95

MERRITT COLLEGE

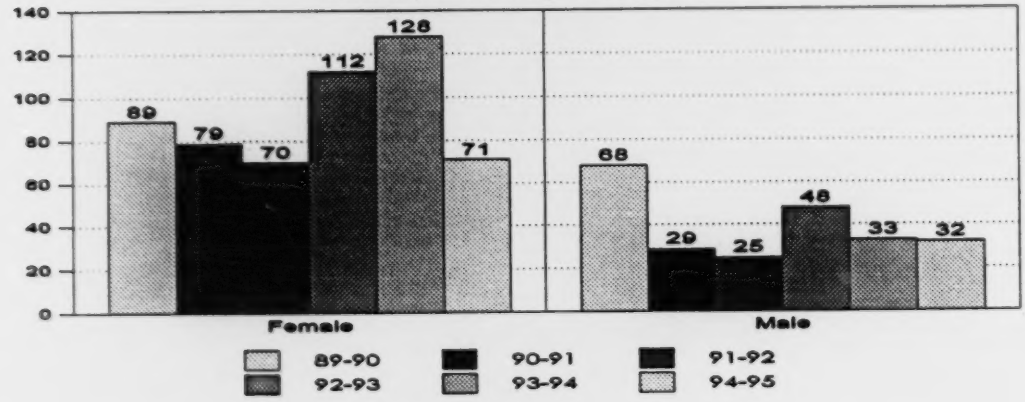
A.A. Degrees by Gender



A.S. Degrees by Gender



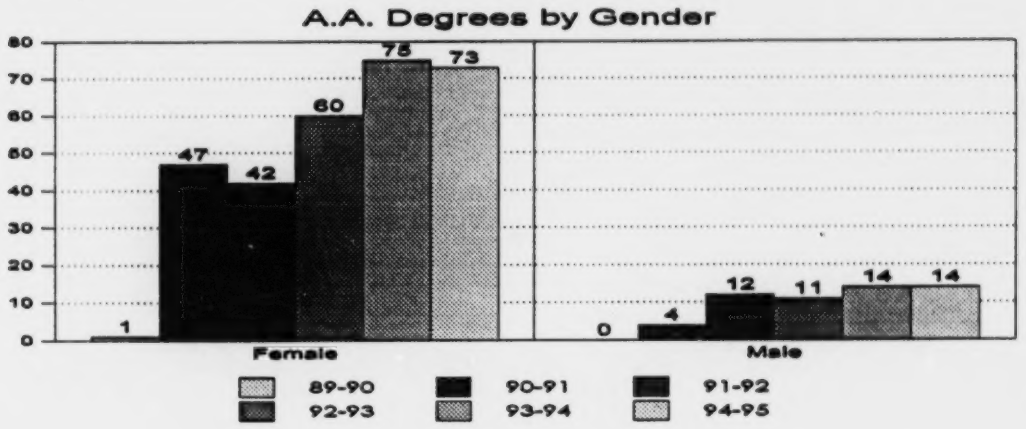
Certificates by Gender



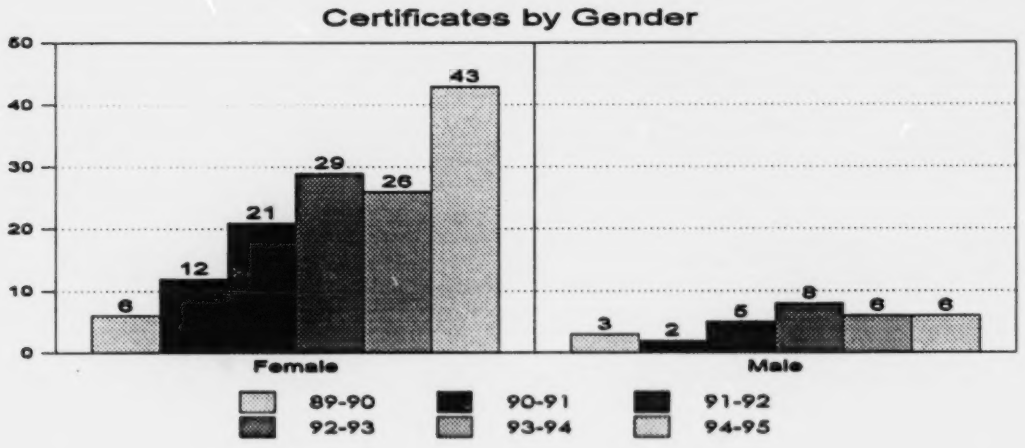
Source:SB481 download

Degrees and Certificates
1985-86 Through 1994-95

VISTA COLLEGE



Vista awarded 1 Associate of Science degree in 89-90



Source:SB481 download

Transfer

Transfer education was the junior colleges' earliest and primary mission. The colleges were to take high school students who either did not yet meet entrance requirements for the University of California (top one-eighth), the California State University system (top one-third), or those who simply decided to enroll for financial or other reasons, provide them with general education and introductory collegiate courses for two years, and prepare them for entrance into senior institutions for the baccalaureate degree.

Community colleges today serve a diverse population with varying needs--transfer, personal enrichment, occupational training and retraining, skill upgrading, remediation, citizenship, and lifelong learning. Although only one of many missions, transfer to four-year institutions continues to play a significant role in community college course and program offerings, and is listed as one of the principal accountability measures.

In the past decade, transfer rates have declined substantially, due largely to the changing composition of students and their reasons for attending a community college. Another main reason for the decline in the transfer rate is the inability of many students to make adequate progress through community colleges. According to Norton Grubb at the University of Califoria at Berkeley, an increasing proportion of community college students fail to put together a substantial and coherent program of courses and leave the college without accumulating enough credits to be of much value for either transfer or employment. To offset this decline, each college was appropriated state funds to establish Transfer Centers and to establish matriculation or Student Success Programs to assist students in developing and attaining their educational goals.

Among the four Peralta colleges, College of Alameda continues to enroll the largest percentage of students who indicate a desire to transfer at time of admission. Vista College has seen the largest gains in the number and percent of students who are preparing to transfer.

Students Who Indicate Transfer Goal Fall 1990 - Fall 1995

	Alameda		Laney		Merritt		Vista	
	#	%	#	%	#	%	#	%
Fall 1990	3,014	46%	3,878	34%	2,261	31%	690	15%
Fall 1991	2,909	43%	4,171	34%	2,275	30%	827	18%
Fall 1992	2,760	42%	4,111	33%	2,081	31%	952	21%
Fall 1993	2,539	41%	4,051	34%	1,816	32%	988	30%
Fall 1994	2,495	41%	3,997	35%	1,949	33%	1,138	33%
Fall 1995	2,289	43%	4,283	38%	1,955	35%	1,284	38%

Source: Research Student Download, Student Success 1989-95, all credit enrollment

A number of rates have been proposed to assess and compare community college transfers. The California Postsecondary Education Commission reports the actual number of students who transfer to UC, CSU and participating private colleges.

The National Effective Transfer Consortium (NETC), formed in 1987 to address issues of transfer measurement, developed transfer rates based on an exiting cohort, or "Leavers" students who exit a community college and transfer within one or more terms after leaving. The formula for this definition is "Transfers over Leavers," or T/L. The average term transfer rates for the Peralta colleges to CSU and UC for the Spring 1988 to Spring 1990 terms calculated by BW Associates are as follows:

Average Transfer Rates to CSU and UC by Unit Cut-Off* Spring 1988 - 1990

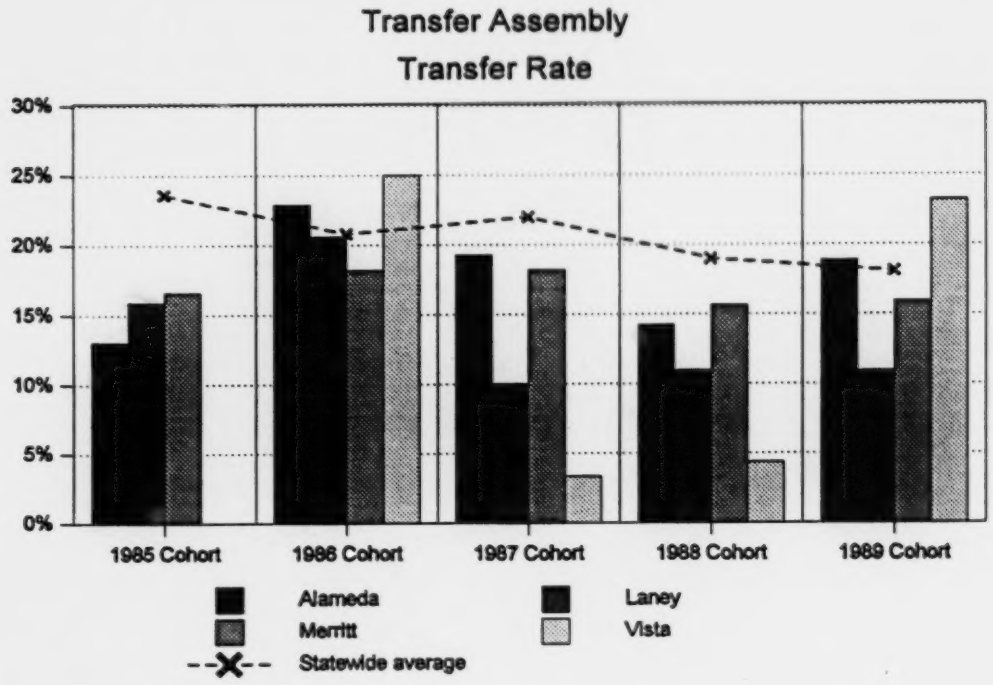
	6 units	12 units	24 units
Alameda	9%	10%	12%
Laney	8%	9%	11%
Merritt	10%	11%	15%
Vista	4%	4%	4%
Statewide average	8%	10%	14%
Comparable urban college medium-small size	9%	10%	14%
Comparable urban college medium-large size	8%	9%	12%

Source: Transfer Report, PCCD Office of Institutional Development, September 1993

** Unit cut-off means that students had to complete 6, 12 or 24 units at that college in order to be considered a transfer from that college.*

A "Transfer Readiness" rate is now being proposed and tested as a more appropriate measure of transfer. The main concept is that the number of students who successfully complete a specified number of transfer eligibility requirements (56+ units) is divided by the number of all transfer-directed students (successfully completed some college-level English and math) of a defined cohort within a given time frame. It is a way of evaluating how many students of a certain cohort are prepared by the community college to transfer, how long it takes them to do so, and the cumulative quality of the academic efforts as measured by grade point averages (2.00+). The principal reason for making this change is that many students who are prepared to transfer do not immediately transfer due to financial and other considerations.

The Transfer Assembly, a project of the Los Angeles-based Center for the Study of Community Colleges sponsored by the Ford Foundation, calculates a transfer rate using students who enter in a given year who have no prior college experience and who stay at a community college long enough to complete at least twelve college-credit units and who take one or more classes at a four-year institution within four years.

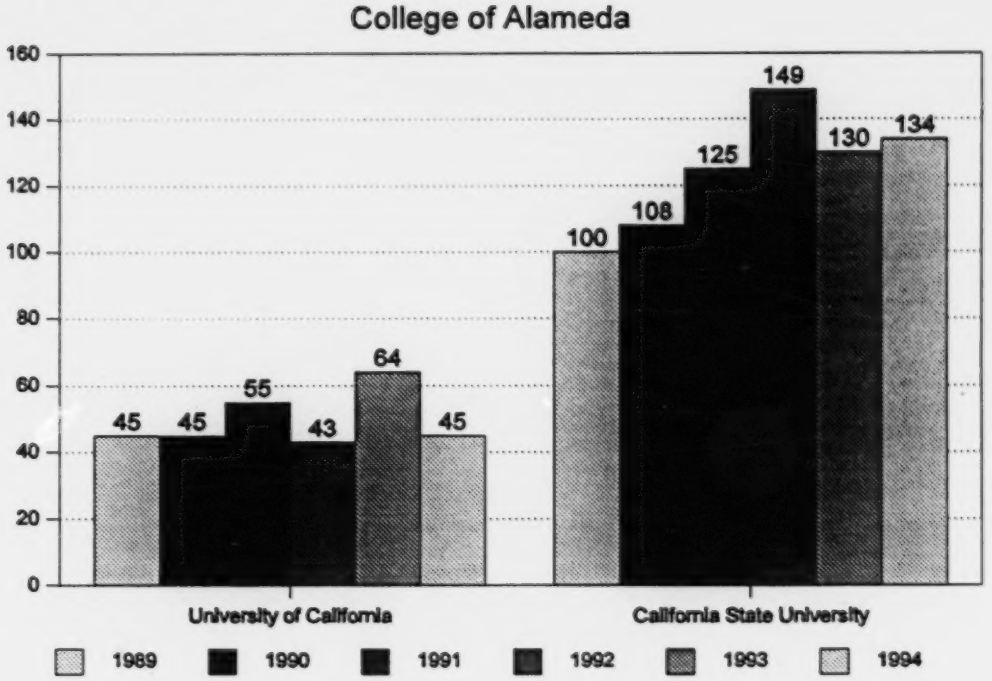


Transfer Assembly Transfer Rate

Transfer Rate	1985 Cohort	1986 Cohort	1987 Cohort	1988 Cohort	1989 Cohort
Alameda	13.10%	22.90%	19.25%	14.29%	18.88%
Laney	15.90%	20.60%	10.05%	11.00%	10.96%
Merritt	16.60%	18.20%	18.18%	15.65%	15.93%
Vista	n/a	25.00%	3.35%	4.35%	23.21%
Statewide average	23.60%	20.80%	22.00%	19.00%	18.10%

***Source:** Center for the Study of Community Colleges*
The transfer rate is calculated using students who enter in a given year who have no prior college experience and who stay at a community college long enough to complete at least twelve college-credit units and who take one or more classes at a four-year institution within four years.

Transfers to Four-Year Institutions
1989 - 1994

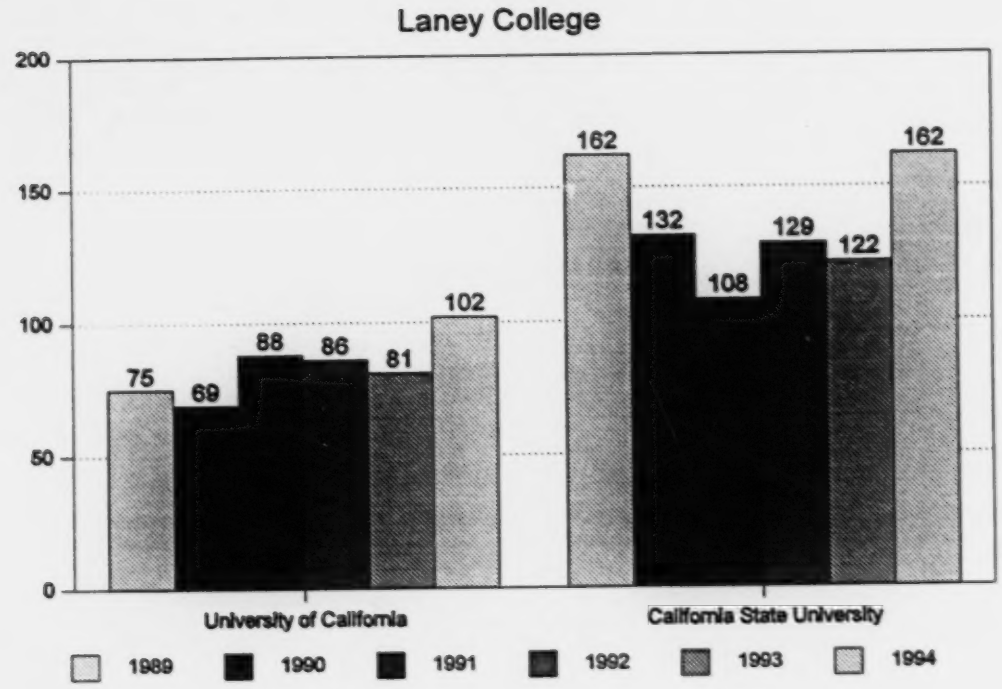


College of Alameda Transfers to Four-Year Institutions

	University of California	California State University
1989	45	100
1990	45	108
1991	55	125
1992	43	149
1993	64	130
1994	45	134

Source: *Student Profiles 1995, California Postsecondary Education Commission, March 1995*

Transfers to Four-Year Institutions
1989 - 1994

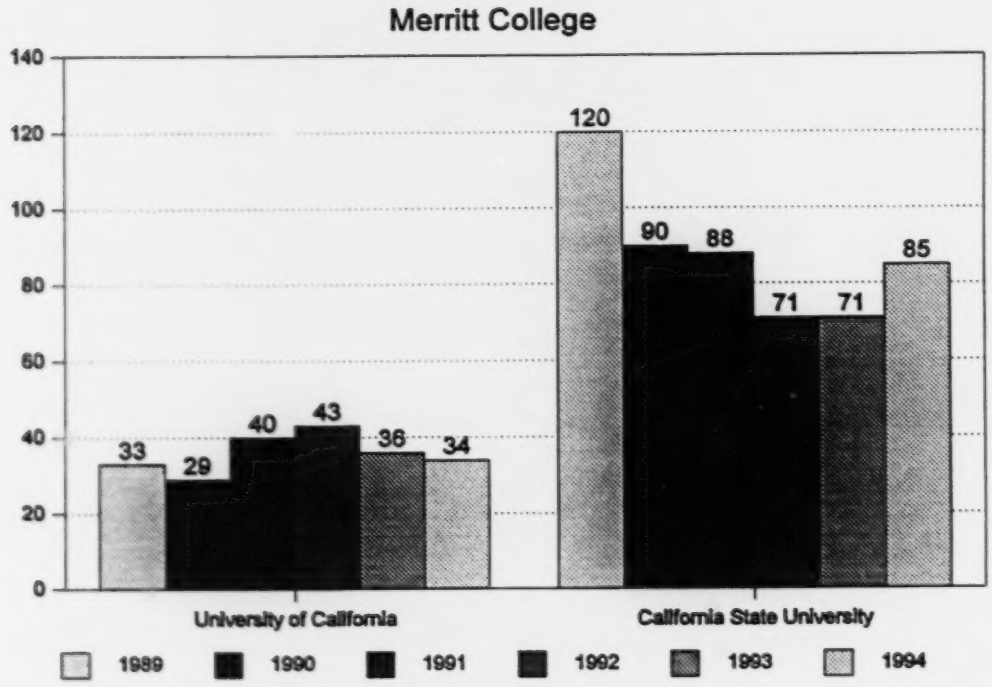


Laney College Transfers to Four-Year Institutions

	University of California	California State University
1989	75	162
1990	69	132
1991	88	108
1992	86	129
1993	81	122
1994	102	162

Source: *Student Profiles 1995, California Postsecondary Education Commission, March 1995*

Transfers to Four-Year Institutions
1989 - 1994

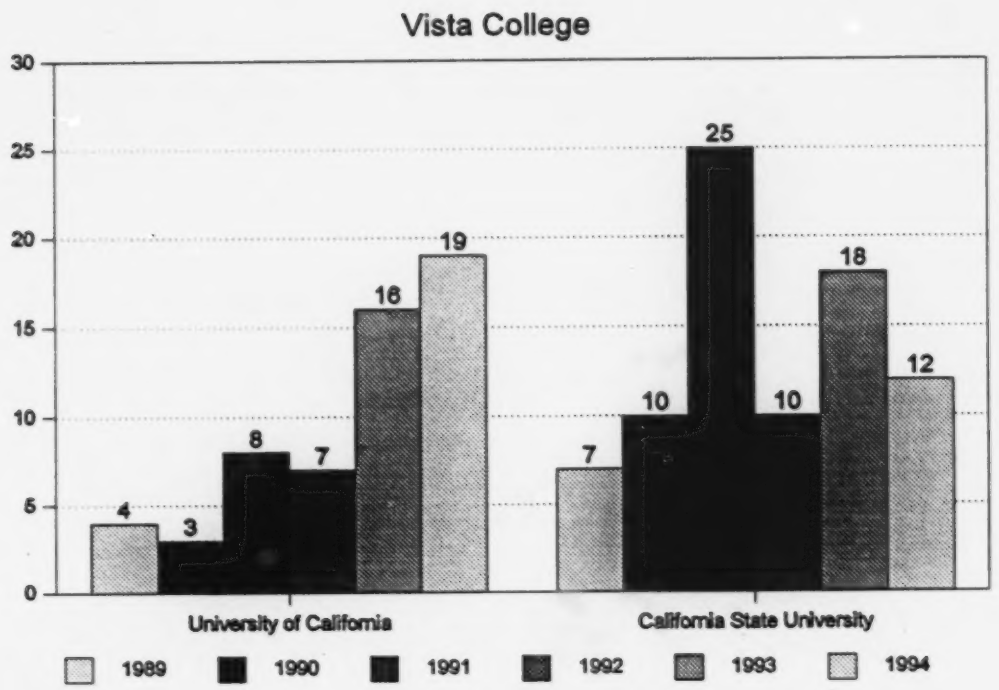


Merritt College Transfers to Four-Year Institutions

	University of California	California State University
1989	33	120
1990	29	90
1991	40	88
1992	43	71
1993	36	71
1994	34	85

Source: Student Profiles 1995, California Postsecondary Education Commission, March 1995

Transfers to Four-Year Institutions
1989 - 1994



Vista College Transfers to Four-Year Institutions

	University of California	California State University
1989	4	7
1990	3	10
1991	8	25
1992	7	10
1993	16	18
1994	19	12

Source: *Student Profiles 1995, California Postsecondary Education Commission, March 1995*

Instructional
Programs

Instructional Programs

From 1984 to 1991, the California community colleges generally experienced adequate funding and substantial growth in both enrollment and curriculum. Statewide, 1989 and 1990 were particularly strong growth years. Staff FTE (full-time equivalent) grew 5.3% and 5.5% respectively in each of those years. Between Fall 1992 and Fall 1993, however, California community colleges reduced their number of course sections statewide by 5,400 or 4%, and course enrollments declined 7%, in response to limited college budgets and significant fee increases. *[Chancellor's Office, Report on Courses, March 1995].*

Beginning with the Summer 1992 term, the California community college funding formula was changed from Average Daily Attendence (ADA) to Full-Time Equivalent Student (FTES). For the same number of student contact hours, the figure calculated using the ADA formula will be more than 10% lower than that calculated using the FTES method. Therefore, care should be taken when interpreting the charts in this section.

ADA FORMULA

$$\frac{((CW1 + CW2)/2) * (CLM) * .911}{525}$$

FTES FORMULA

$$\frac{CW1 * (CLM)}{525}$$

(525 is derived from 15 attendance hrs/wk * 35 wks/yr)
(.911 is a drop factor)
CLM = Course Length Multiplier, or 17.5 wks/semester

Curricular changes made at the Peralta colleges include the addition of the Biotech Program at Vista in Fall 1994 and Business Administration at Laney College. College of Alameda added seven new options in the Automotive Technology Department in Fall 1995 and reconfigured their Special Education Program, renaming it Human Development Services. College of Alameda and Vista changed the program emphasis of two majors from Business to Computer Information Systems (at Vista, from Applied Microcomputer Information Systems in Business to CIS; at College of Alameda from CIS/BUS to CIS). Merritt revised the Landscape Horticulture Program, changing the curriculum patterns. Laney College combined secretarial science and word processing into one program called Business Information Systems.

In the past 10 years, there have also been a number of program consolidations and inactivations including: Dance, Music, and Theater Arts degree programs which were transferred to Laney College and Allied Health programs to Merritt. Among the inactivated programs were Medical Assisting, Shoe Rebuilding, Industrial Management, Industrial Relations, Ironworking, Meteorology, Occupational Safety and Health, Transportation, Environmental Health Technology, Quality Control, Water/Wastewater Technology, Fabric Care, Sheet Metal Technology, German, Russian, Swahili, and Latin. From Fall 1989 to Spring 1992, the number of apprenticeship programs decreased with some programs moving to their own facilities and others inactivated due to low student demand.

Programs Offered for Degrees/Certificates

		Alameda	Laney	Merritt	Vista
Agriculture & Nat. Resources	• Landscape Horticulture**			AS CC	
Biological Sciences	Biology	AS			
	• Biotechnology				AS CC
Business & Management	• Banking and Finance		AA CC		
	• BUSINESS ADMIN/Accounting				AA CC
	• BUSINESS ADMIN/General Management				AA CC
	• BUSINESS ADMIN/Small Business Mgmt				AA CC
	• BUSINESS/Accounting	AA CC	AA CC	AA CA	
	• BUSINESS/Business Administration	AA	AA CC	AA	
	• BUSINESS/Business Information Sys.		AA CC		
	• BUSINESS/Business Management			CC	
	• BUSINESS/General Business	AA		AA	
	• BUSINESS/General Clerical Training			AA CC	CA
	• BUSINESS/Business Support Technology		AA CC		
	• BUSINESS/Marketing and Sales Management**	AA CC			
	• BUSINESS/Marketing and Sales		AA CC		
	• BUSINESS/Office Technology/Office Asst**				AA CC
	• BUSINESS/Secretarial/Office Administration	AA CC		AA	
	• BUSINESS/Small Business	AA			
	• BUSINESS/Word Processing/Information Processing			AA CC	AA CC
	• International Trade				CC
	• Labor Studies		AA CC		
	• Management and Supervision		AA CC		
	• Real Estate			AA CC	
	• Travel Industry				CC
Commercial Services	• Cosmetology		AA CC		
Communications	Journalism		AA		
	Media Communications**		AA CC		
Computer & Information Science	• Computer Information Systems**	AA CC	AA CC	AS CC	AA CC
Consumer Ed. & Home Econ.	• Apparel Design and Merchandising	AA CC			
	• Child Development**			AA CC	
	• Culinary Arts**		AS CC		
	• Family and Consumer Studies**			AA CA	
Education	• American Sign Language				AA CC
	• Human Development Services	AA CC			
Engineer. & Related Indust. Tech.	• Air Conditioning & Refrigeration		AS CC		
	• Architectural & Engineering Technology**		AS CC		
	• Auto Body and Paint**	AS CC			
	• Automotive Technology**	AS CC			
	• Aviation Maintenance Technology**	AS CC			
	• Carpentry		AS CC		
	• Construction Management		AS CC		
	• Diesel Mechanics	AS CC			
	• Environmental Design and Energy Technology			AS CC	
	• Graphic Arts (Printing Technology)**		AA CC		
	• Machine Technology		AS CC		
	• Welding Technology		AS CC		
	• Wood Technology		AS CC		
Fine & Applied Arts	Art	AA			
	Art**		AA		
	Dance		AA		
	Fine and Applied Arts**				AA CC
	Music		AA		

• Vocational Major

** There is more than one major option available in this program.

AA - Associate in Arts; AS - Associate in Science; CC - Certificate of Completion; CA - Certificate of Achievement (less than 18 units)

Programs Offered for Degrees/Certificates

		Alameda	Laney	Merritt	Vista
	* Photography		AS CC		
	Theatre Arts		AA		
Foreign Language	French			AA	
	Spanish/Spanish Language	AA		AA	AA
Health	* Certified Nurse Assistant/Home Health Aide			CA	
	* Dental Assisting	AS CC			
	* Nursing			AS	
	* Radiologic Technology			AS CC	
	* Vocational Nursing			AS CC	
Humanities	English Language and Literature**				AA CC
	English	AA			
	Philosophy	AA			
Interdisciplinary Studies	Arts and Humanities		AA		
	General Curriculum	AA	AA	AA	
	Health Sciences			AS	
	Human Ecology			AA	
	Humanities	AA		AA	
	Language Arts		AA	AA	
	Liberal Arts				AA
	Natural Science			AS	
	Science	AS	AS		
Law	* Paralegal Studies			AA CC	
Mathematics	Mathematics	AA	AA	AS	
Psychology	Psychology	AA			
Public Affairs & Services	* Administration of Justice**			AA CC	
	* Community Social Services**			AA CC	
	* Environmental Hazardous Materials Technology			AS CC	
	* Environmental Management & Restoration Tech			AS CC	
	* Recreation and Leisure Services			AA	
Social Sciences	African-American Studies	AA	AA	AA	
	Anthropology	AA			
	Asian/Asian-American Studies		AA		
	Economics			AA	
	Ethnic Studies		AA		
	Geography	AA			
	History	AA			
	Mexican/Latin American Studies	AA	AA		
	Political Science	AA			
	Social and Behavioral Sciences			AA	
	Social Sciences	AA	AA		
	Sociology	AA			

Apprenticeship Programs

Alameda

- Apprentice-Auto Body Repair
- Apprentice-Automotive Technology
- Apprentice-Auto Painting
- Apprentice-Diesel Mechanics

Laney

- Apprentice-Mill and Cabinet Maker
- Apprentice-Molder and Coremaker
- Apprentice-Roofer

Total number of vocational majors: 57 (does not include apprenticeship programs)
Total number of general education majors: 37
Total number of majors: 94

* Vocational Major
** There is more than one major option available in this program.
AA - Associate in Arts; AS - Associate in Science; CC - Certificate of Completion; CA - Certificate of Achievement (less then 18 units)

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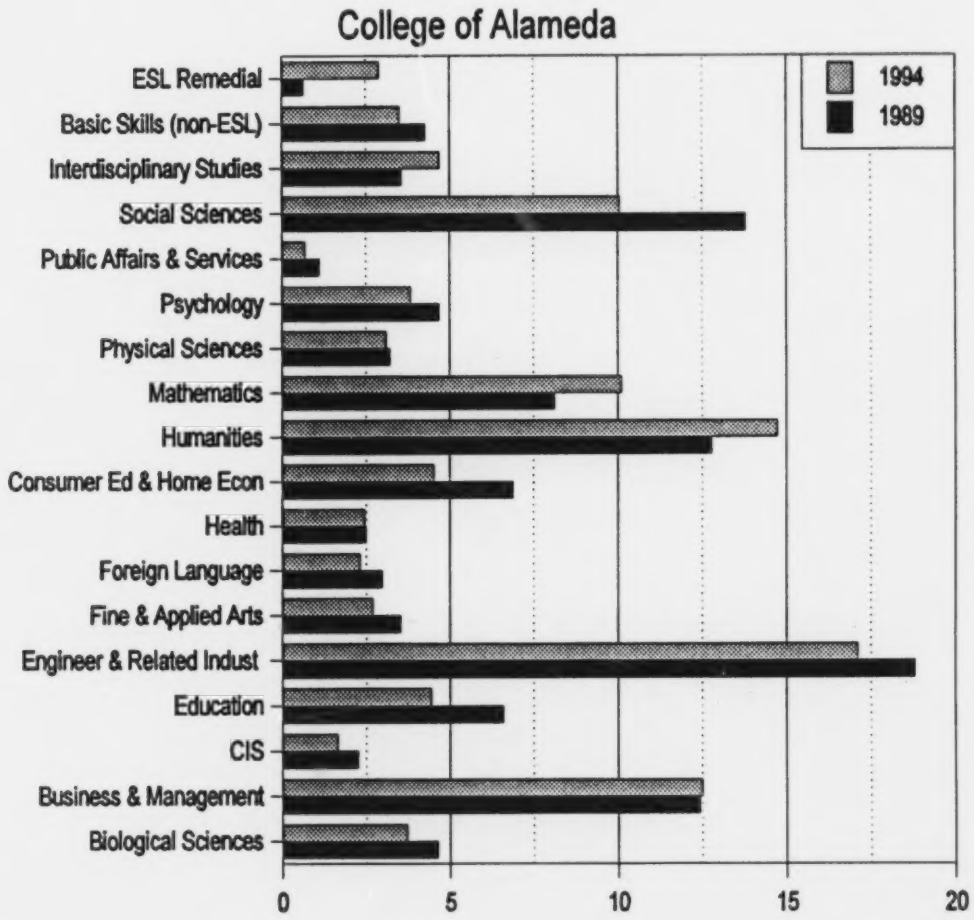
Instructional FTE by TOP Code
Fall 1989 and Fall 1994

The college changed to the semester system in Fall 1995.
Fall 1994 data is used to present a quarter to quarter comparison.



FTE - full time equivalent
The Taxonomy of Program (TOP) is a common numeric coding system by which districts and colleges categorize degree and certificate programs and courses on the basis of the similiarities of their published goals and objectives. [Taxonomy of Programs, Curriculum and Instructional Resources Division, Chancellor's Office, California Community Colleges, February 1995]

Source: *Program Evaluation by Class download data*

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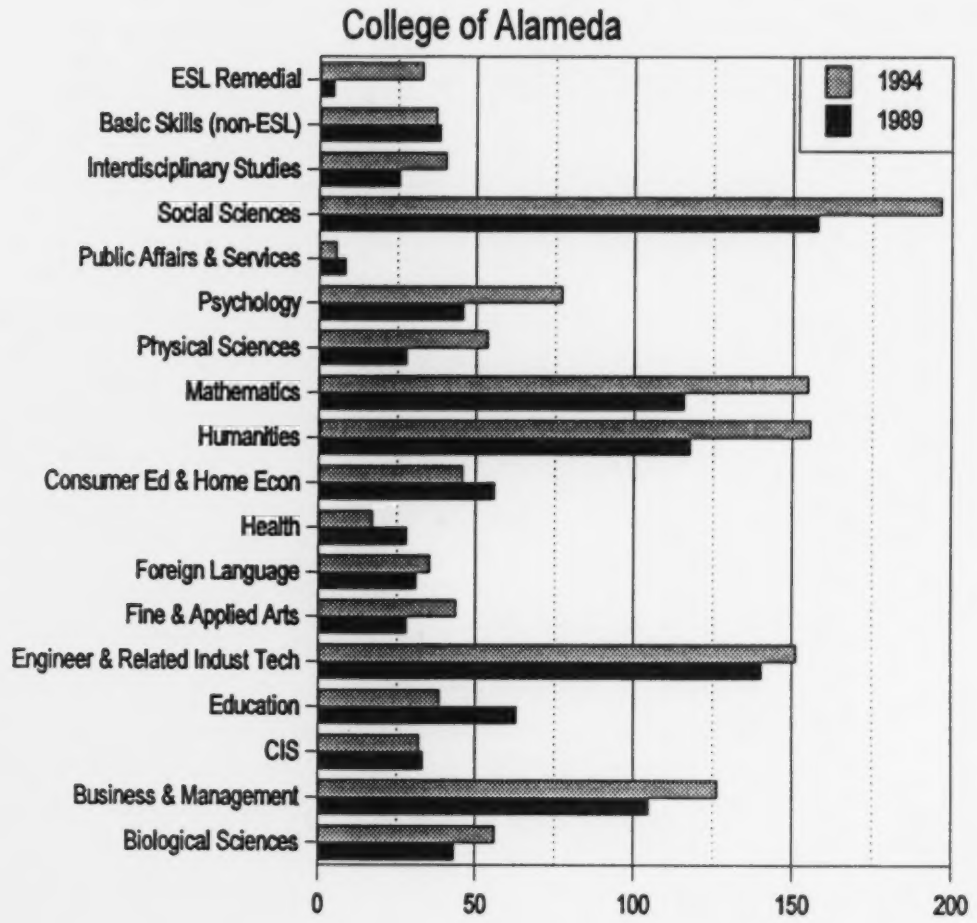
Student Attendance Measures by TOP Code
Fall 1989 ADA & Fall 1994 FTES

The college changed to the semester system in Fall 1995.
Fall 1994 data is used to present a quarter to quarter comparison.



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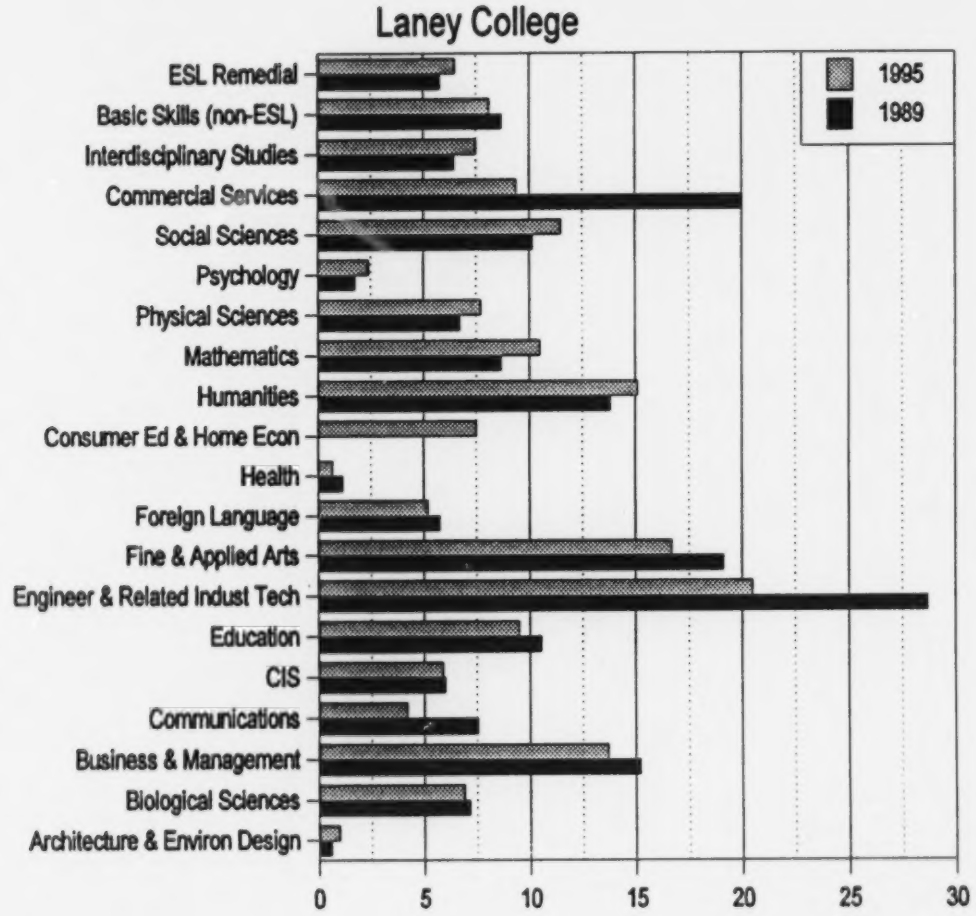
***Source:** Program Evaluation by Class download data*

Instructional FTE by TOP Code
Fall 1989 and Fall 1995



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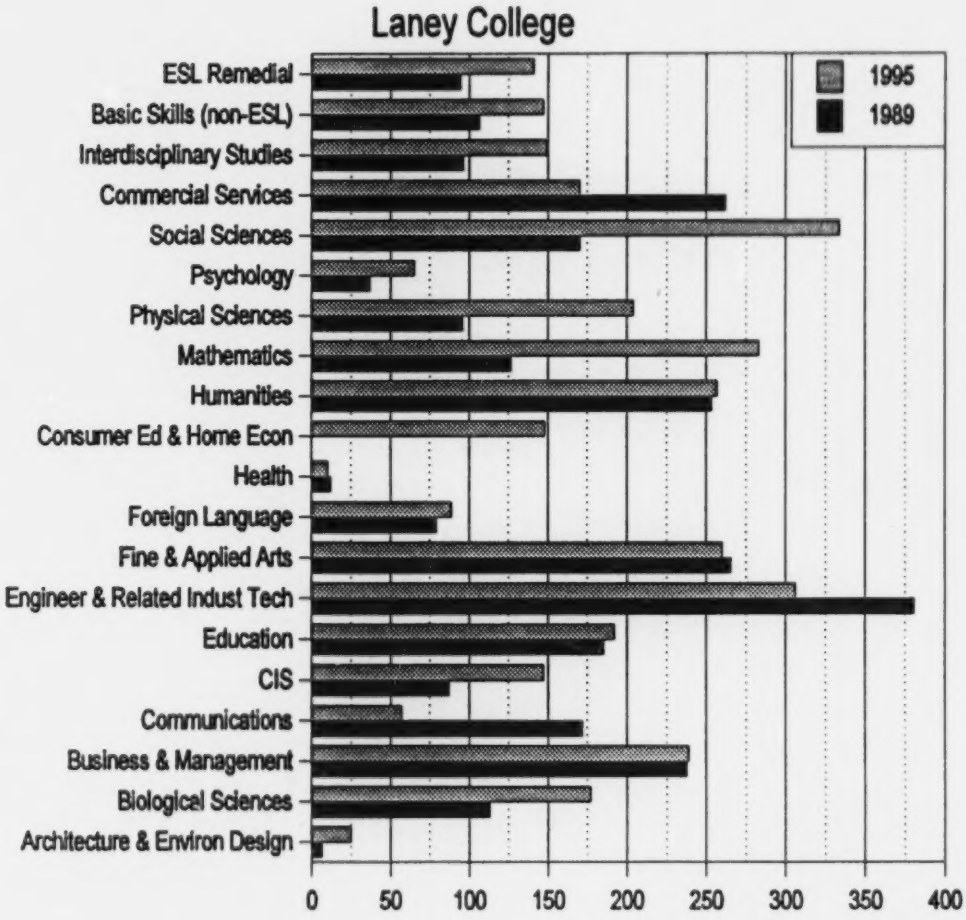
Student Attendance Measures by TOP Code
Fall 1989 ADA & Fall 1995 FTES



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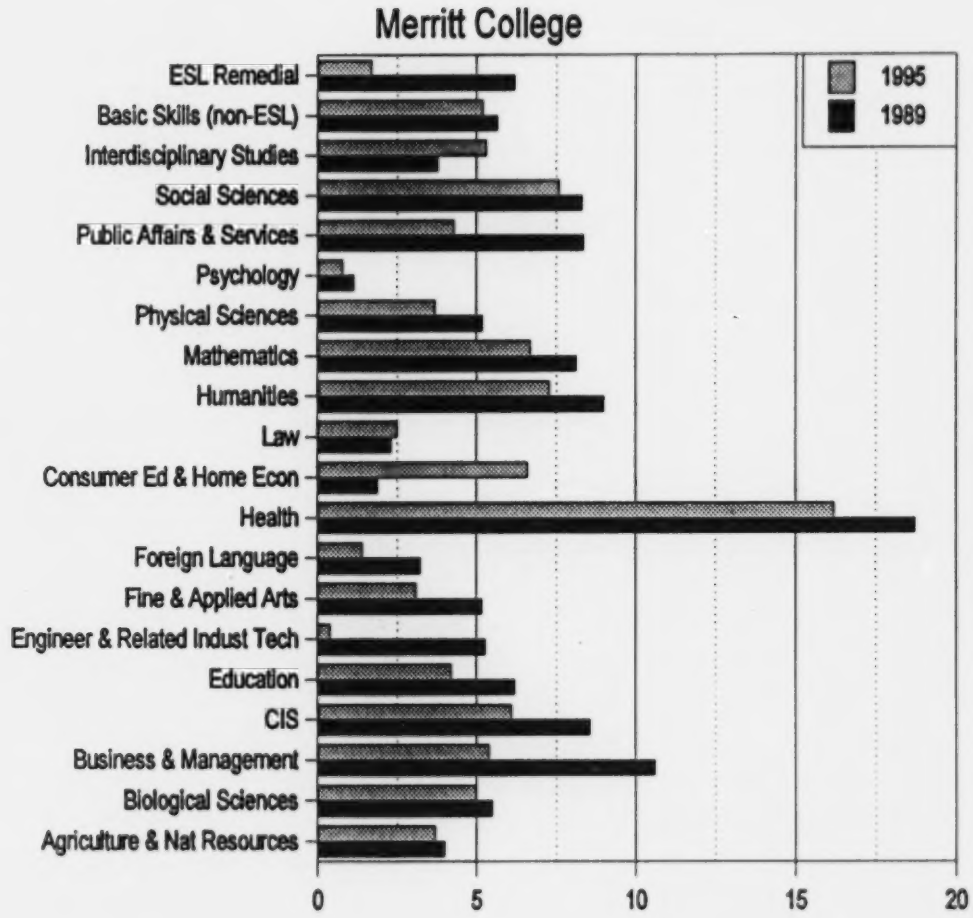
Instructional FTE by TOP Code
Fall 1989 and Fall 1995



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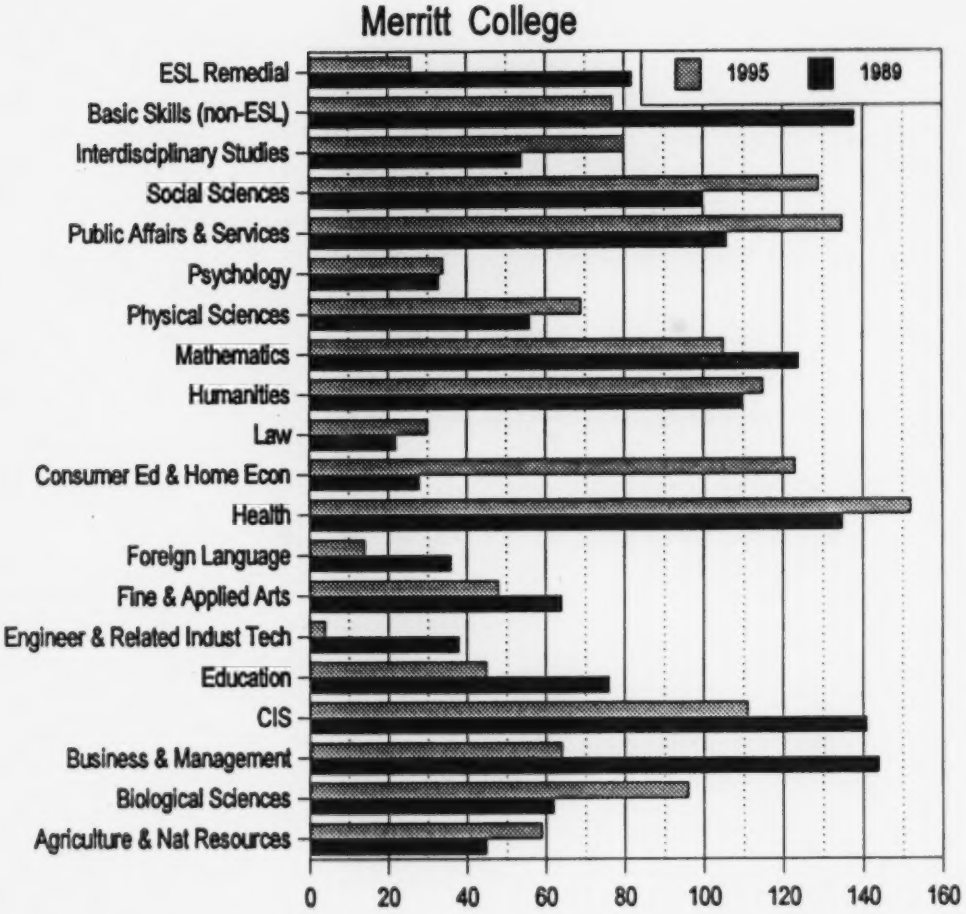
Student Attendance Measures by TOP Code
Fall 1989 ADA & Fall 1995 FTES



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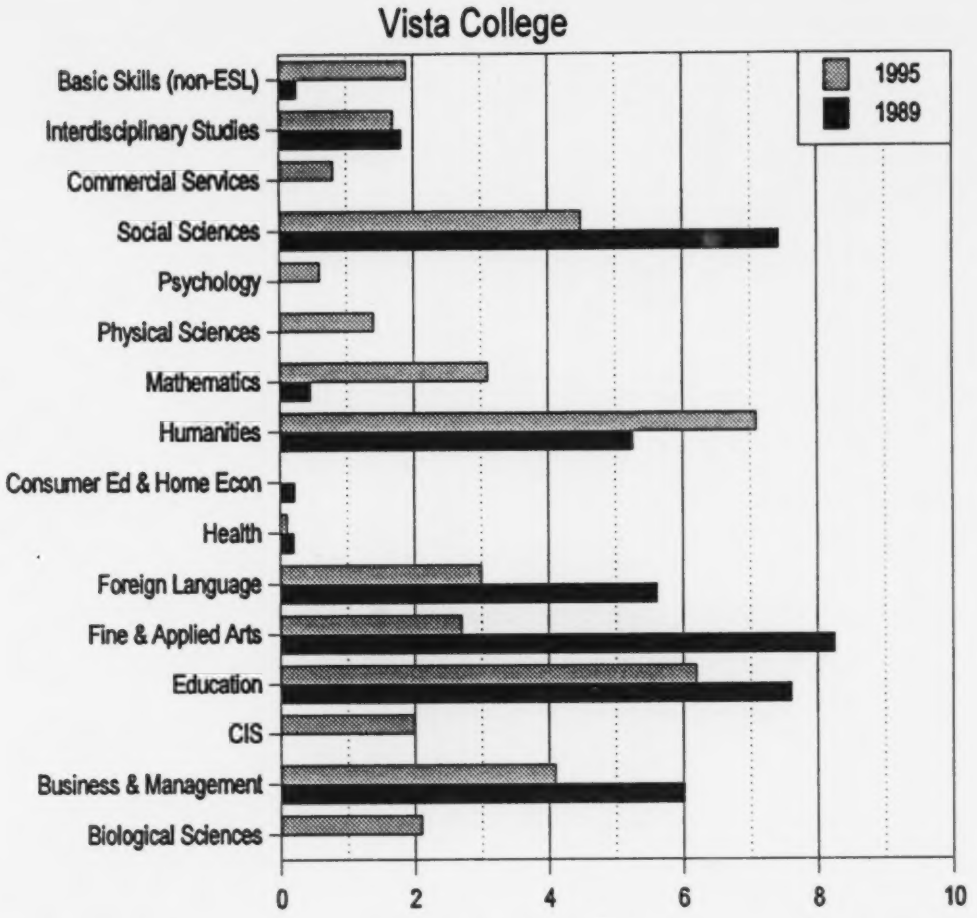
Instructional FTE by TOP Code
Fall 1989 and Fall 1995



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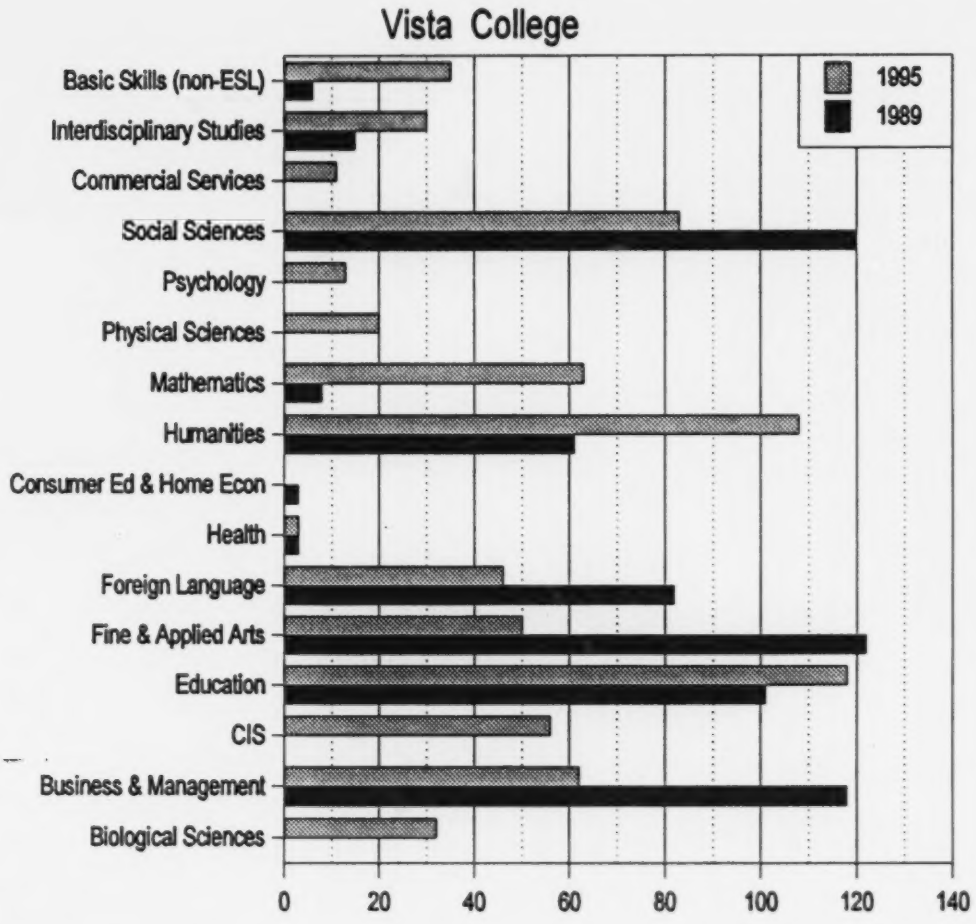
Student Attendance Measures by TOP Code
Fall 1989 ADA & Fall 1995 FTES



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***Source:** Program Evaluation by Class download data*

College of Alameda Instructional FTE by TOP Code Fall 1989 - Fall 1995

	1989		1990		1991		1992		1993		1994		1995	
	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%
Biological Sciences	4.63	4	4.62	4	4.69	4	4.76	4	4.22	4	3.71	4	4.56	6
Business & Management	12.43	11	13.38	12	12.99	11	14.37	13	12.48	12	12.50	12	10.15	10
CIS	2.26	2	1.71	2	1.66	1	1.88	2	1.65	2	1.65	2	3.98	4
Education	6.59	6	7.04	6	5.70	5	4.51	4	4.09	4	4.43	4	3.76	4
Engineer. & Related Indust.	18.80	17	14.61	13	18.49	16	16.99	15	16.48	16	17.10	16	17.57	18
Fine & Applied Arts	3.53	3	3.43	3	3.62	3	2.68	2	2.68	3	2.69	3	2.45	2
Foreign Language	2.97	3	3.30	3	3.30	3	2.64	2	2.31	2	2.31	2	2.9	3
Health	2.49	2	2.48	2	2.55	2	2.45	2	2.30	2	2.45	2	2.22	2
Consumer Ed. & Home Econ.	6.88	6	6.22	6	5.69	5	6.44	6	4.85	5	4.51	4	4.82	5
Humanities	12.80	11	15.41	14	13.19	12	12.25	11	14.11	13	14.73	14	10.48	11
Mathematics	8.12	7	9.26	8	8.80	8	8.58	8	9.37	9	10.11	10	7.56	8
Physical Sciences	3.22	3	3.20	3	3.30	3	3.31	3	3.44	3	3.10	3	2.97	3
Psychology	4.69	4	4.95	4	4.16	4	4.16	4	4.16	4	3.83	4	3.4	3
Public Affairs & Services	1.11	1	1.23	1	1.05	1	0.83	1	0.42	0	0.68	1	0.72	1
Social Sciences	13.81	12	11.90	11	12.62	11	11.37	10	11.38	11	10.06	10	8.7	9
Interdisciplinary Studies	3.56	3	4.45	4	3.11	3	3.24	3	4.49	4	4.69	4	4.34	4
Basic Skills (non-ESL)	4.28	4	3.61	3	4.95	4	5.47	5	4.29	4	3.50	3	6.23	6
ESL Remedial	0.66	1	1.65	1	3.56	3	4.15	4	2.57	2	2.90	3	2.45	2
TOTAL	112.83		112.45		113.43		110.08		105.29		104.95		99.26	

College of Alameda Student Attendance Measures by TOP Code Fall 1989-91 ADA & Fall 1992-95 FTES

	1989		1990		1991		1992		1993		1994		1995	
	ADA	%	ADA	%	ADA	%	FTES	%	FTES	%	FTES	%	FTES	%
Biological Sciences	43	4	51	5	46	4	59	4	56	4	56	4	69	5
Business & Management	105	10	121	11	113	10	162	12	130	10	127	10	127	9
Computer & Information Science	33	3	30	3	30	3	36	3	33	3	32	2	71	5
Education	63	6	74	7	64	5	53	4	44	3	39	3	72	5
Engineer. & Related Indust. Tech.	141	13	109	10	149	13	142	10	155	12	151	12	219	15
Fine & Applied Arts	28	3	32	3	34	3	35	3	37	3	44	3	47	3
Foreign Language	31	3	37	3	41	3	43	3	37	3	35	3	43	3
Health	28	3	13	1	15	1	16	1	14	1	17	1	22	1
Consumer Ed. & Home Econ.	56	5	54	5	54	5	79	6	49	4	46	4	72	5
Humanities	118	11	131	12	123	11	144	11	161	12	156	12	152	10
Mathematics	116	11	129	11	116	10	137	10	154	12	155	12	147	10
Physical Sciences	28	3	33	3	39	3	47	3	53	4	54	4	66	4
Psychology	46	4	50	4	55	5	73	5	68	5	77	6	67	5
Public Affairs & Services	8	1	11	1	3	0	7	1	4	0	5	0	8	1
Social Sciences	158	15	173	15	179	15	201	15	187	14	197	15	138	9
Interdisciplinary Studies	26	2	28	2	17	1	20	1	41	3	40	3	53	4
Basic Skills (non-ESL)	39	4	34	3	49	4	58	4	41	3	37	3	69	5
ESL Remedial	5	0	16	1	38	3	52	4	31	2	33	3	45	3
TOTAL	1,071		1,124		1,163		1,363		1,295		1,300		1485	

Source: Program Evaluation by Class download data. FTE - Full Time Equivalent; ADA - Average Daily Attendance; FTES - Full Time Equivalent Students

Laney College Instructional FTE by TOP Code Fall 1989 - Fall 1995

	1989		1990		1991		1992		1993		1994		1995	
	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%
Architecture & Environ Design	0.61	0	0.74	0	0.86	0	0.31	0	1.00	1	0.97	1	0.97	1
Biological Sciences	7.16	4	6.65	4	6.89	4	7.44	4	8.13	5	7.89	5	6.87	4
Business & Management	15.22	8	15.45	8	15.64	8	16.20	9	15.41	9	14.68	9	13.72	8
Communications	7.54	4	7.62	4	7.18	4	5.82	3	4.53	3	4.23	2	4.23	2
CIS	5.99	3	6.02	3	5.98	3	6.92	4	6.15	3	5.68	3	5.94	3
Education	10.54	6	9.68	6	9.10	5	9.07	5	8.11	5	8.04	5	9.5	6
Engineer & Related Indust	28.70	16	26.61	14	28.40	16	25.97	14	21.84	12	20.55	12	20.45	12
Fine & Applied Arts	19.13	10	18.40	10	18.40	10	18.45	10	17.21	10	16.87	10	16.74	10
Foreign Language	5.75	3	5.75	3	6.27	3	4.88	3	4.89	3	4.69	3	5.22	3
Health	1.17	1	1.17	1	1.17	1	1.17	1	0.65	0	0.65	0	0.65	0
Consumer Ed & Home Econ													7.53	4
Humanities	13.82	8	13.83	8	14.50	8	14.38	8	14.16	8	14.13	8	15.05	9
Mathematics	8.68	5	9.38	5	9.33	5	9.96	6	11.06	6	11.18	7	10.54	6
Physical Sciences	6.72	4	7.28	4	7.44	4	6.56	4	7.20	4	7.16	4	7.68	5
Psychology	1.79	1	1.80	1	1.80	1	1.98	1	1.98	1	2.17	1	2.38	1
Public Affairs & Services									0.36	0				
Social Sciences	10.18	6	10.86	6	11.22	6	11.52	6	11.83	7	11.13	7	11.45	7
Commercial Services	20.04	11	18.91	10	18.42	10	16.32	9	17.00	10	16.82	10	9.43	6
Interdisciplinary Studies	6.47	4	7.94	4	2.30	1	2.74	2	8.23	5	7.87	5	7.47	4
Basic Skills (non-ESL)	8.71	5	9.53	5	8.59	5	8.86	5	9.19	5	8.97	5	8.06	5
ESL Remedial	5.77	3	6.63	4	12.41	7	11.92	7	7.49	4	6.46	4	6.49	4
	183.99		184.25		185.90		180.47		176.4		170.14		170.4	

Laney College Student Attendance Measures by TOP Code Fall 1989-91 ADA & Fall 1992-95 FTES

	1989		1990		1991		1992		1993		1994		1995	
	ADA	%	ADA	%	ADA	%	FTES	%	FTES	%	FTES	%	FTES	%
Architecture & Environ. Design	7	0	10	0	12	0	11	0	15	0	24	1	25	1
Biological Sciences	113	4	112	4	134	5	189	5	207	6	191	6	177	5
Business & Management	238	9	201	8	224	8	264	8	242	7	260	8	239	7
Communications	172	6	113	4	95	3	110	3	69	2	58	2	57	2
CIS	87	3	97	4	114	4	127	4	137	4	127	4	147	4
Education	186	7	155	6	171	6	195	6	180	5	155	5	192	6
Engineer. & Related Indust.	381	14	323	12	369	13	375	11	343	10	317	9	306	9
Fine & Applied Arts	266	10	246	9	283	10	318	9	278	8	263	8	260	8
Foreign Language	79	3	65	3	71	2	101	3	91	3	84	2	89	3
Health	12	0	17	1	20	1	27	1	14	0	11	0	10	0
Consumer Ed. & Home Econ													148	4
Humanities	254	9	218	8	255	9	308	9	283	8	262	8	257	8
Mathematics	127	5	142	5	167	6	204	6	267	8	255	8	283	8
Physical Sciences	96	3	105	4	140	5	141	4	182	5	185	5	204	6
Psychology	37	1	33	1	40	1	56	2	68	2	63	2	65	2
Public Affairs & Services									6	0				
Social Sciences	170	6	190	7	229	8	300	9	314	9	300	9	334	10
Commerical Services	262	9	286	11	265	9	282	8	320	9	350	10	170	5
Interdisciplinary Studies	97	3	99	4	35	1	47	1	170	5	182	5	149	4
Basic Skills (non-ESL)	107	4	100	4	103	4	114	3	121	4	156	5	147	4
ESL Remedial	95	3	96	4	200	7	281	8	155	4	137	4%	141	4
TOTAL	2,784		2,607		2,925		3,45		3,459		3,381		3,398	

Source: Program Evaluation by Class download data. FTE - Full Time Equivalent; ADA - Average Daily Attendance; FTES - Full Time Equivalent Students

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Merritt College Instructional FTE by TOP Code Fall 1989 - Fall 1995

	1989		1990		1991		1992		1993		1994		1995	
	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%
Agriculture & Nat Resources	4.00	3	4.20	3	4.55	4	4.20	4	3.50	3	3.91	4	3.68	4
Biological Sciences	5.51	4	5.82	5	5.54	5	5.08	5	5.14	5	5.76	6	4.95	5
Business & Management	10.62	8	8.31	7	8.66	7	9.51	8	6.37	6	5.37	5	5.43	6
CIS	8.57	7	8.17	7	8.16	7	7.95	7	8.36	8	7.52	7	6.07	6
Education	6.21	5	6.52	5	5.24	4	5.53	5	5.16	5	4.83	5	4.17	4
Engineer & Related Indust Tech	5.29	4	4.69	4	4.58	4	3.90	3	1.49	1	0.56	1	0.36	0
Fine & Applied Arts	5.18	4	5.57	4	6.04	5	4.94	4	3.46	3	3.33	3	3.11	3
Foreign Language	3.24	3	2.99	2	2.84	2	2.05	2	1.65	2	1.52	1	1.38	1
Health	18.73	15	18.95	15	16.95	14	18.09	16	16.96	16	17.33	17	16.23	17
Consumer Ed & Home Econ	1.90	1	1.87	1	1.64	1	1.74	2	2.00	2	2.00	2	6.56	7
Law	2.32	2	1.46	1	2.12	2	2.12	2	2.13	2	2.33	2	2.46	3
Humanities	9.01	7	8.68	7	7.67	6	7.03	6	7.34	7	7.73	7	7.27	8
Mathematics	8.14	6	7.36	6	7.39	6	7.27	6	7.22	7	6.83	7	6.65	7
Physical Sciences	5.19	4	5.27	4	4.86	4	4.39	4	4.08	4	4.08	4	3.72	4
Psychology	1.16	1	1.92	2	1.40	1	1.40	1	1.73	2	1.40	1	0.79	1
Public Affairs & Services	8.37	7	6.00	5	7.23	6	7.30	6	7.02	7	8.71	8	4.31	4
Social Sciences	8.33	7	8.59	7	7.97	7	7.56	7	7.59	7	7.38	7	7.6	8
Interdisciplinary Studies	3.78	3	7.19	6	4.54	4	4.74	4	8.40	8	7.91	8	5.25	5
Basic Skills (non-ESL)	5.67	4	7.43	6	6.27	5	4.17	4	4.95	5	4.70	5	5.17	5
ESL Remedial	6.20	5	4.50	4	5.80	5	3.76	3					1.72	2
TOTAL	127.42		125.49		119.45		112.73		104.55		103.20		96.88	

Merritt College Student Attendance Measures by TOP Code Fall 1989-91 ADA & Fall 1992-95 FTES

	1989		1990		1991		1992		1993		1994		1995	
	ADA	%	ADA	%	ADA	%	FTES	%	FTES	%	FTES	%	FTES	PCT
Agriculture & Nat Resources	45	3	44	3	64	4	61	3	44	3	63	4	59	4
Biological Sciences	62	4	75	5	98	6	134	7	126	8	120	7	96	6
Business & Management	144	9	98	6	94	6	122	7	71	5	66	4	64	4
CIS	141	9	108	7	119	7	127	7	119	8	111	7	111	7
Education	76	5	63	4	71	4	83	5	59	4	55	3	45	3
Engineer & Related Indust Tech	38	2	36	2	30	2	34	2	14	1	7	0	4	0
Fine & Applied Arts	64	4	66	4	78	5	79	4	51	3	49	3	48	3
Foreign Language	36	2	27	2	27	2	28	2	20	1	21	1	14	1
Health	135	8	168	11	194	12	180	10	164	10	166	10	152	10
Consumer Ed & Home Econ	28	2	27	2	29	2	46	3	41	3	48	3	123	8
Law	22	1	20	1	29	2	40	2	33	2	37	2	30	2
Humanities	110	7	104	7	108	7	122	7	128	8	136	8	115	8
Mathematics	124	8	127	8	145	9	146	8	140	9	131	8	105	7
Physical Sciences	56	4	54	3	66	4	69	4	71	4	71	4	69	5
Psychology	33	2	32	2	31	2	38	2	41	3	44	3	34	2
Public Affairs & Services	106	7	93	6	123	7	157	9	154	10	191	12	135	9
Social Sciences	100	6	112	7	125	8	148	8	121	8	129	8	129	9
Interdisciplinary Studies	54	3	78	5	48	3	47	3	81	5	97	6	80	5
Basic Skills (non-ESL)	138	9	192	12	96	6	95	5	97	6	94	6	77	5
ESL Remedial	82	5	45	3	84	5	52	3					26	2
TOTAL	1,592		1,569		1,660		1,805		1,575		1,633		1515	

Source: Program Evaluation by Class download data. FTE - Full Time Equivalent; ADA - Average Daily Attendance; FTES - Full Time Equivalent Students

Vista College Instructional FTE by TOP Code Fall 1989 - Fall 1995

	1989		1990		1991		1992		1993		1994		1995	
	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%
Biological Sciences			0.20	0	0.53	1	0.60	1	0.90	2	1.44	4	2.11	5
Business & Management	6.02	14	6.28	14	5.64	13	6.67	15	6.91	18	6.78	17	4.13	10
CIS													2.02	5
Education	7.61	18	7.50	17	6.70	15	5.98	14	5.89	15	5.99	15	6.2	15
Fine & Applied Arts	8.25	19	6.90	16	5.83	13	6.07	14	2.50	6	2.94	7	2.65	6
Foreign Language	5.62	13	6.73	15	7.53	17	5.95	14	3.80	10	3.15	8	3.04	7
Health	0.20	0	0.13	0	0.26	1	0.26	1	0.51	1	0.26	1	0.13	0
Consumer Ed. & Home Econ.	0.22	1	0.12	0	0.11	0								
Humanities	5.27	12	7.29	17	5.84	13	7.18	16	6.92	18	7.07	17	7.08	17
Mathematics	0.46	1	0.78	2	1.55	4	2.19	5	2.68	7	2.61	6	3.06	7
Physical Sciences					0.20	0	0.20	0	0.82	2	1.18	3	1.44	3
Psychology													0.6	1
Public Affairs & Services							0.25	1	0.27	1	0.10	0		
Social Sciences	7.44	17	4.46	10	5.20	12	3.80	9	4.22	11	5.19	13	4.5	11
Commercial Services													0.78	4
Interdisciplinary Studies	1.83	4	2.11	5	1.56	4	1.08	2	1.76	4	1.67	4	1.72	4
Basic Skills (non-ESL)	0.26	1	1.09	3	2.24	5	2.68	6	2.04	5	2.22	5	1.92	5
ESL Remedial					0.43	1	0.86	2						
TOTAL	43.2		43.6		43.6		43.8		39.2		40.6		41.38	

Vista College Student Attendance Measures by TOP Code Fall 1989-91 ADA & Fall 1992-95 FTES

	1989		1990		1991		1992		1993		1994		1995	
	ADA	%	ADA	%	ADA	%	FTES	%	FTES	%	FTES	%	FTES	%
Biological Sciences			1	0	10	2	6	1	20	3	28	4	32	4
Business & Management	118	19	114	18	98	17	100	14	109	17	131	19	62	8
CIS													56	8
Education	101	16	101	16	96	16	110	15	98	16	103	15	118	16
Fine & Applied Arts	122	19	99	16	88	15	104	14	43	7	51	7	50	7
Foreign Language	82	13	89	14	93	16	103	14	50	8	47	7	46	6
Health	3	0	1	0	1	0	3	0	4	1	2	0	3	0
Consumer Ed & Home Econ	3	0	2	0	1	0								
Humanities	61	10	94	15	69	12	111	15	110	17	107	15	108	15
Mathematics	8	1	12	2	19	3	36	5	44	7	44	6	63	9
Physical Sciences					0	0	4	1	14	2	20	3	20	3
Public Affairs & Services							1	0	1	0	1	0	13	2
Social Sciences	120	19	82	13	72	12	84	12	83	13	101	14	83	11
Commercial Services													11	1
Interdisciplinary Studies	15	2	29	5	11	2	21	3	25	4	24	3	30	4
Basic Skills (non-ESL)	6	1	10	2	26	4	31	4	30	5	41	6	35	5
ESL Remedial					4	1	8	1						
TOTAL	637		634		588		723		629		699		728	

Source: Program Evaluation by Class download data. FTE - Full Time Equivalent; ADA - Average Daily Attendance; FTES - Full Time Equivalent Students

Vocational Programs

The Higher Education Master Plan lists vocational training as one of the essential functions of community colleges. Enrollment in vocational courses represents a large portion of student enrollment in the Peralta colleges: 52% at Merritt, 40% at Vista, 39% at Laney, and 32% at College of Alameda. Statewide, three of every ten section enrollments were in courses characterized as occupational, 17.6% in core occupational and 11% in other occupational ("core occupational" are courses for apprentices or courses in which advanced occupational skills are taught; "other occupational" are classes in which skills are taught, but where students may or may not have specific vocational objectives). Core occupational classes enroll an average of 23 students, eight students fewer than classes categorized as non-occupational. Enrollment in non-occupational courses is at 71.4% of course enrollment. Noncredit classes, primarily for older adults in short-term job training, parenting and survival and other skills amounted to 9% of all California community college enrollment. *[Chancellor's Office, Report on Courses, California Community Colleges, Fall 1992 to Fall 1993, March 1995]*

From fall 1992 to Fall 1993, demand for occupational courses statewide dropped by 7%, largely due to the departure of students with bachelor's degrees and, to a lesser extent, the slightly improved California economy. At Peralta, major declines were seen in enrollment in Health Professions(-79%) and Real Estate (-38%). However, increases were noted in the course sections of Radio/TV (+14%), Construction Craft Technologies (+9%), and Emergency Medical Services (+5%).

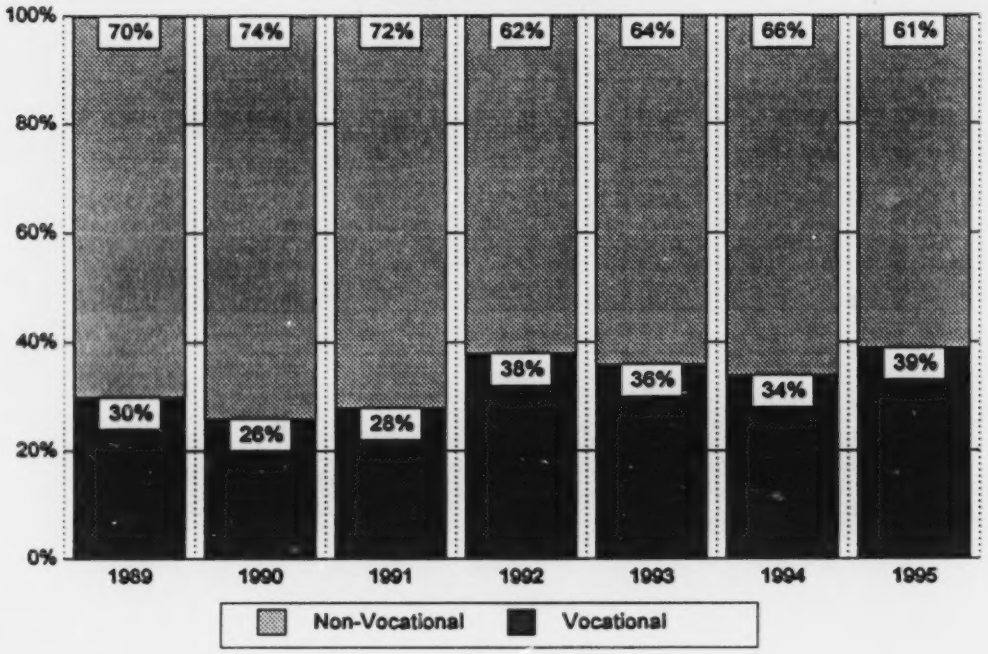
To promote workforce development the colleges are increasingly forming partnerships with corporations and businesses to advise and inform vocational program curricula and share resources, equipment and technical expertise. Funding constraints in recent years have severely hampered expansion of vocational programs, acquisition of updated equipment, faculty development, the incorporation of new technology into the curricula, and faculty orientation to the use of high technology to teach and train students.

In California the largest growing job categories are in retail sales, management, food preparation, and in services (clerks, cashiers, nurses, accountants and auditors, secretaries, engineers and receptionists). Foreign trade, high technology manufacturing, professional services, and tourism and entertainment will push the state's growth. *[Chancellor's Office, Trends of Importance to California Community Colleges, November 1995]*

The colleges must strike the right balance between the critical needs of vocational programs (equipment upgrading and faculty retraining) and the growing demand for transfer and English as a Second Language education and precollegiate basic skills.

Vocational Enrollment
Fall 1989 - Fall 1995

College of Alameda

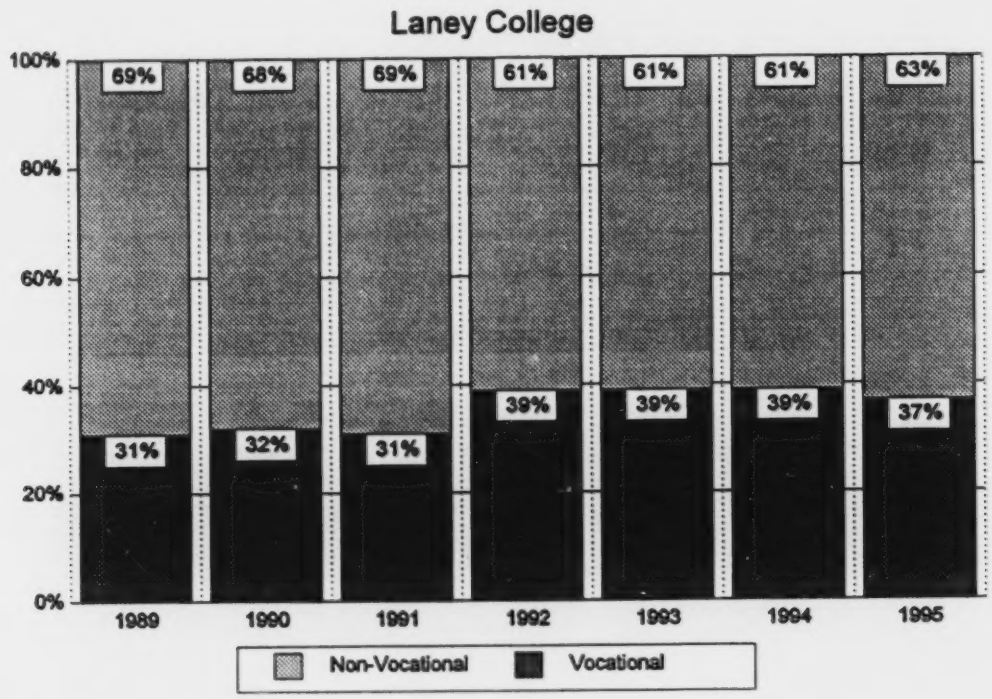


College of Alameda Vocational Enrollment Fall 1989 - 1995

	Total	Vocational		Non-Vocational	
	#	#	%	#	%
Fall 1989	5,915	1,792	30%	4,123	70%
Fall 1990	6,402	1,680	26%	4,722	74%
Fall 1991	6,565	1,842	28%	4,723	72%
Fall 1992	5,962	2,290	38%	3,672	62%
Fall 1993	5,749	2,043	36%	3,706	64%
Fall 1994	5,597	1,916	34%	3,681	66%
Fall 1995	4,858	1,899	39%	2,959	61%

Students are counted as vocational if they enroll in at least one vocational course (SAM code of A, B, C or D)
Source: SA609 and /SDS(census date)

Vocational Enrollment
Fall 1989 - Fall 1995

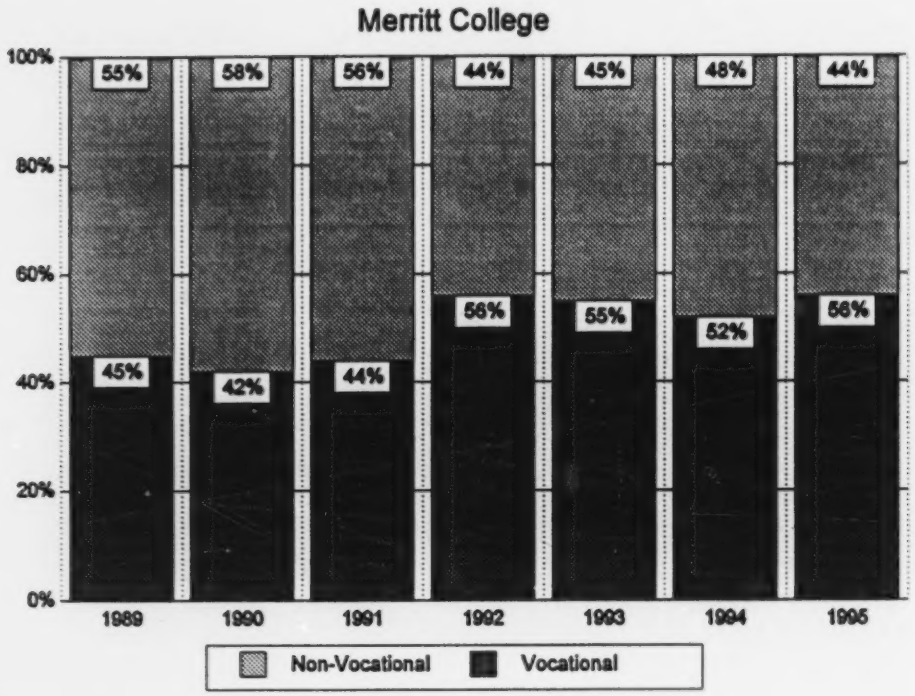


Laney College Vocational Enrollment Fall 1998 - 1995

	Total	Vocational		Non-Vocational	
	#	#	%	#	%
Fall 1989	11,192	3,502	31%	7,690	69%
Fall 1990	10,755	3,466	32%	7,289	68%
Fall 1991	11,822	3,690	31%	8,132	69%
Fall 1992	11,472	4,428	39%	7,044	61%
Fall 1993	11,390	4,430	39%	6,960	61%
Fall 1994	10,433	4,073	39%	6,360	61%
Fall 1995	10,454	3,865	37%	6,589	63%

Students are counted as vocational if they enroll in at least one vocational course (SAM code of A, B, C or D)
***Source:** SA609 and /SDS*(census date)

Vocational Enrollment
Fall 1989 - Fall 1995

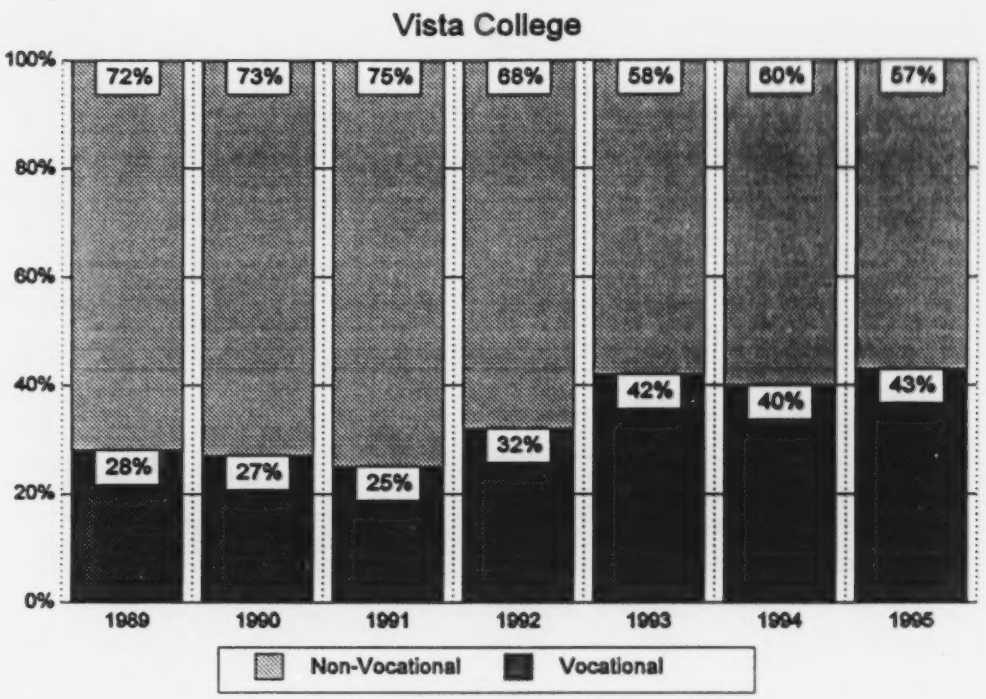


Merritt College Vocational Enrollment Fall 1989 - 1995

	Total	Vocational		Non-Vocational	
	#	#	%	#	%
Fall 1989	6,688	3,030	45%	3,658	55%
Fall 1990	6,179	2,569	42%	3,610	58%
Fall 1991	6,895	3,011	44%	3,884	56%
Fall 1992	6,440	3,586	56%	2,854	44%
Fall 1993	5,643	3,085	55%	2,558	45%
Fall 1994	5,769	2,982	52%	2,787	48%
Fall 1995	5,123	2,844	56%	2,279	44%

Students are counted as vocational if they enroll in at least one vocational course (SAM code of A, B, C or D)
Source: *SA609 and /SDS*(census date)

Vocational Enrollment
Fall 1989 - Fall 1995



Vista College Vocational Enrollment Fall 1989 - 1995

	Total	Vocational		Non-Vocational	
	#	#	%	#	%
Fall 1989	5,103	1,411	28%	3,692	72%
Fall 1990	4,760	1,271	27%	3,489	73%
Fall 1991	4,619	1,135	25%	3,484	75%
Fall 1992	4,302	1,381	32%	2,921	68%
Fall 1993	3,267	1,361	42%	1,906	58%
Fall 1994	3,227	1,296	40%	1,931	60%
Fall 1995	3,171	1,360	43%	1,811	57%

Students are counted as vocational if they enroll in at least one vocational course (SAM code of A, B, C or D)
Source: *SA609 and /SDS*(census date)

Basic Skills

In addition to the primary mission of academic and vocational instruction at the lower division level, California community colleges are authorized to provide remedial or precollegiate basic skills education. This includes credit and noncredit courses designed to correct the English reading and writing skills deficiencies (English as a Second Language) and computational skills deficiencies (mathematics courses below elementary algebra) of students not meeting the skill requisites for associate degree applicable courses (Education Code 66010.4).

English as a Second Language (ESL) was the only area of the California community college instructional program that grew between 1992 and 1993, both in the number of student completions and as a proportion of the statewide curriculum *[Community College League of California, The News, July-August, 1995]*. Thirteen percent of community college instruction takes place in ESL and in the precollegiate curriculum, but estimates put the need at more than two times that amount. Enrollment in basic skills at community colleges is expected to increase considerably in the years to come as the California State University system phases out most remedial English and math courses by the year 2007 (CSU plans to cut the number of new freshmen taking remedial courses in half by 2004 and to 10% by 2007 *[San Francisco Chronicle, January 25, 1996]*). Currently, 50% of CSU students take at least one remedial course.

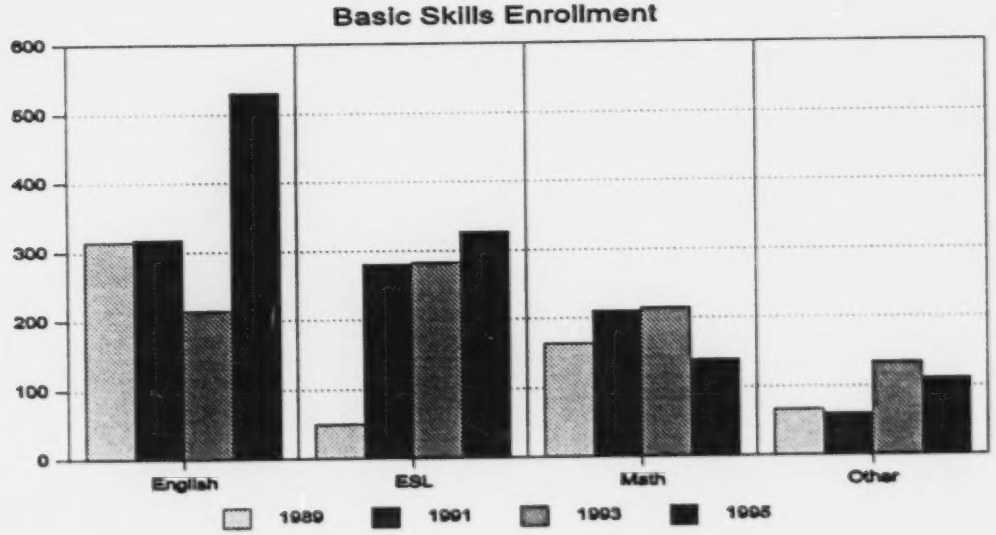
Nationally, the proportion of students earning credits in all remedial courses has remained constant at 46% of everyone who earned at least 10 credits, but students are earning more credits, i.e., spending more time in those courses *[Clifford Adelman, The New College Course Map and Transcript Files: Changes in Course Taking and Achievement, 1972-1993, October 1995]*.

Since 1989, the number of basic skills sections offered for credit in Peralta and enrollment in basic skills classes as a proportion of total enrollment increased at all the colleges except Merritt. Basic skills classes represent 8% of all sections at College of Alameda, 12% at Laney, and 5% at Merritt and Vista. Basic skills enrollment represents 6% of total enrollment at College of Alameda, 11% at Laney, 8% at Merritt, and 6% at Vista. Laney College has the largest basic skills enrollment with over 2,500 students and over 1,000 students in ESL.

Asians constitute the largest ethnic group enrolled in ESL classes and are overrepresented compared to their overall enrollment, influenced by the increase in immigrants to the area. African Americans are overrepresented in basic skills English and math classes and whites are underrepresented as compared to their percentage representation in the total enrollment. Asians are underrepresented in basic skills math.

Basic Skills Sections and Enrollment
Fall 1989 - Fall 1995

College of Alameda



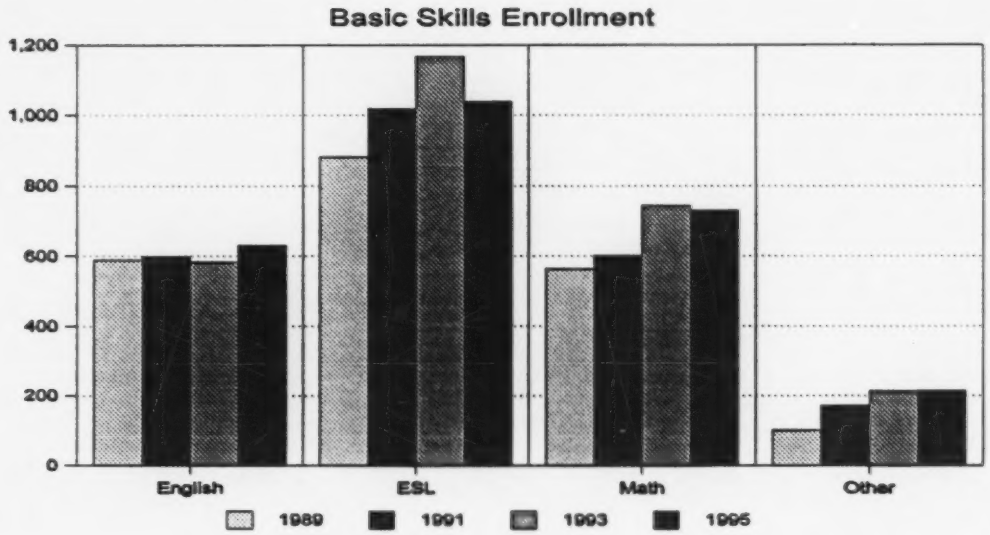
College of Alameda Basic Skills Sections and Enrollment Fall 1989 - Fall 1995

	1989		1990		1991		1992		1993		1994		1995	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
ENGLISH														
Sections	11	3%	9	3%	11	3%	12	4%	9	3%	8	3%	13	4%
Enrollment	315	3%	242	2%	318	3%	342	3%	215	2%	234	2%	530	5%
ESL														
Sections	2	1%	5	1%	8	2%	9	3%	8	3%	9	3%	9	3%
Enrollment	50	0%	166	1%	281	2%	305	2%	283	2%	300	2%	327	3%
MATH														
Sections	5	1%	5	1%	5	1%	5	2%	5	2%	4	1%	5	1%
Enrollment	164	1%	172	1%	211	2%	202	2%	215	2%	134	1%	140	1%
OTHER														
Sections	3	1%	3	1%	3	1%	3	1%	5	2%	4	1%	3	1%
Enrollment	67	1%	60	0%	61	0%	79	1%	134	1%	105	1%	111	1%
TOTAL														
Sections	21	6%	22	6%	27	8%	29	9%	27	9%	25	8%	30	8%
Enrollment	596	5%	640	5%	871	7%	928	7%	847	7%	773	6%	1,108	10%
ALL ENR														
Sections	352		358		342		328		312		305		360	
Enrollment	11,828		12,660		12,434		12,490		11,836		12,228		11,241	

Source: Program Evaluation by Class download data

Basic Skills Sections and Enrollment
Fall 1989 - Fall 1995

Laney College



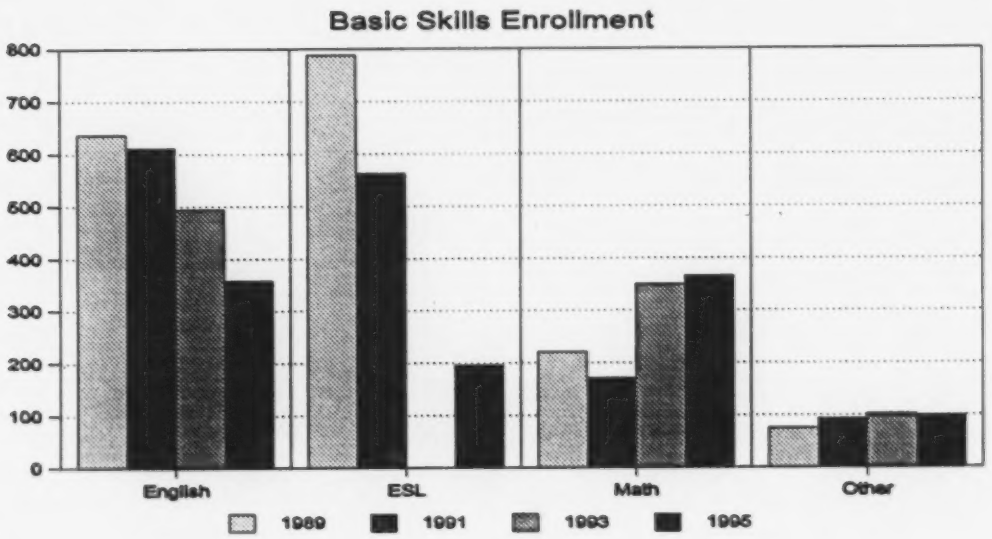
Laney College Basic Skills Sections and Enrollment Fall 1989 - Fall 1995

	1989		1990		1991		1992		1993		1994		1995	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
ENGLISH														
Sections	23	3%	26	4%	22	3%	22	3%	23	3%	22	3%	21	3%
Enrollment	590	2%	583	2%	599	2%	615	2%	584	2%	650	3%	632	3%
ESL														
Sections	23	3%	26	4%	26	4%	25	4%	28	4%	24	4%	24	4%
Enrollment	882	3%	871	4%	1,019	4%	1,206	4%	1,167	4%	1,006	4%	1,039	4%
MATH														
Sections	18	2%	21	3%	18	3%	19	3%	22	3%	21	3%	19	3%
Enrollment	564	2%	616	3%	602	2%	630	2%	744	3%	806	3%	731	3%
OTHER														
Sections	7	1%	7	1%	6	1%	6	1%	7	1%	7	1%	7	0%
Enrollment	101	0%	127	1%	172	1%	165	1%	212	1%	231	1%	213	0%
TOTAL														
Sections	71	10%	80	11%	72	10%	72	10%	80	12%	74	12%	71	11%
Enrollment	2,137	8%	2,197	9%	2,392	9%	2,616	10%	2,707	10%	2,693	11%	2,613	11%
ALL ENR														
Sections	731		719		714		687		676		632		649	
Enrollment	25,720		24,630		27,360		26,849		26,678		25,208		24,636	

Source: *Program Evaluation by Class download data*

Basic Skills Sections and Enrollment
Fall 1989 - Fall 1995

Merritt College



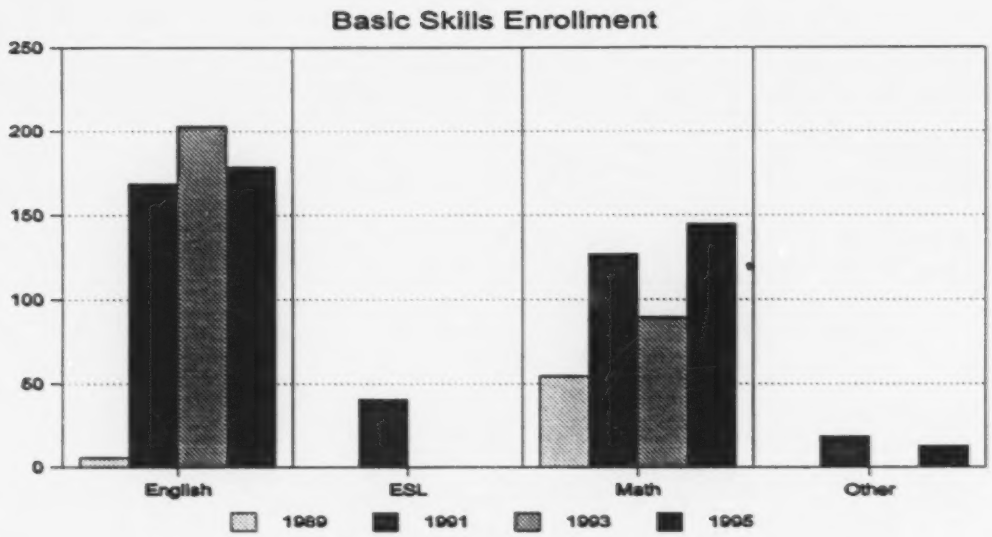
Merritt College Basic Skills Sections and Enrollment Fall 1989 - Fall 1995

	1989		1990		1991		1992		1993		1994		1995	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
ENGLISH														
Sections	13	3%	17	3%	15	3%	11	2%	11	3%	8	2%	10	3%
Enrollment	637	4%	862	6%	612	4%	469	3%	495	4%	546	4%	359	7%
ESL														
Sections	25	5%	18	4%	16	3%	0	0%	0	0%	0	0%	6	2%
Enrollment	788	5%	446	3%	564	4%	0	0%	0	0%	0	0%	197	2%
MATH														
Sections	7	1%	8	2%	5	1%	7	2%	9	2%	10	2%	10	3%
Enrollment	221	2%	256	2%	172	1%	285	2%	350	3%	366	3%	366	3%
OTHER														
Sections	3	1%	3	1%	3	1%	2	0%	5	1%	2	0%	4	1%
Enrollment	76	1%	92	1%	93	1%	108	1%	102	1%	69	1%	99	1%
TOTAL														
Sections	48	9%	46	9%	39	8%	20	5%	25	6%	20	5%	30	8%
Enrollment	1,722	12%	1,656	12%	1,441	9%	862	6%	947	8%	981	8%	1,021	12%
ALL ENR														
Sections	507		494		470		443		425		407		384	
Enrollment	14,712		14,365		15,676		14,294		12,214		12,493		12,273	

Source: Program Evaluation by Class download data

Basic Skills Sections and Enrollment
Fall 1989 - Fall 1995

Vista College



Vista College Basic Skills Sections and Enrollment Fall 1989 - Fall 1995

	1989		1990		1991		1992		1993		1994		1995	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
ENGLISH														
Sections	1	0%	3	1%	6	3%	7	3%	7	4%	6	3%	6	3%
Enrollment	6	0%	72	1%	169	2%	180	3%	203	4%	181	3%	179	3%
ESL														
Sections	0	0%	0	0%	2	1%	0	0%	0	0%	0	0%	0	0%
Enrollment	0	0%	0	0%	41	1%	0	0%	0	0%	0	0%	0	0%
MATH														
Sections	1	0%	3	1%	4	2%	6	3%	2	1%	4	2%	3	1%
Enrollment	55	1%	35	0%	127	2%	127	2%	90	2%	181	3%	145	2%
OTHER														
Sections	0	0%	0	0%	1	0%	0	0%	0	0%	1	0%	1	0%
Enrollment	0	0%	0	0%	19	0%	0	0%	0	0%	8	0%	13	0%
TOTAL														
Sections	2	1%	6	3%	13	6%	13	6%	9	5%	11	5%	10	5%
Enrollment	61	1%	107	1%	356	5%	307	4%	293	5%	370	6%	337	5%
ALL ENR														
Sections	230		232		232		221		193		202		209	
Enrollment	8,370		8,286		7,599		6,827		5,564		6,135		6,508	

Source: *Program Evaluation by Class download data*

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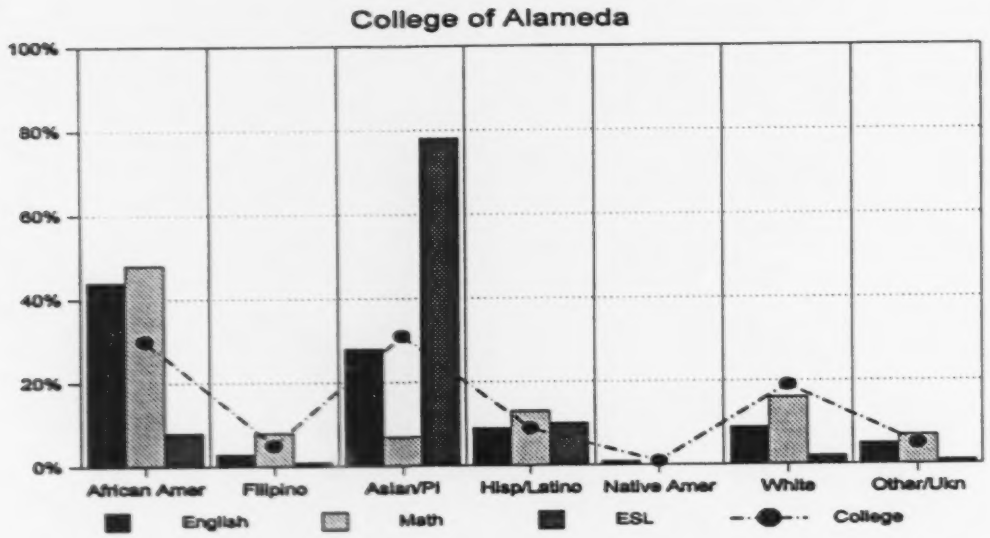
Basic Skills Enrollment by Ethnicity
Fall 1995

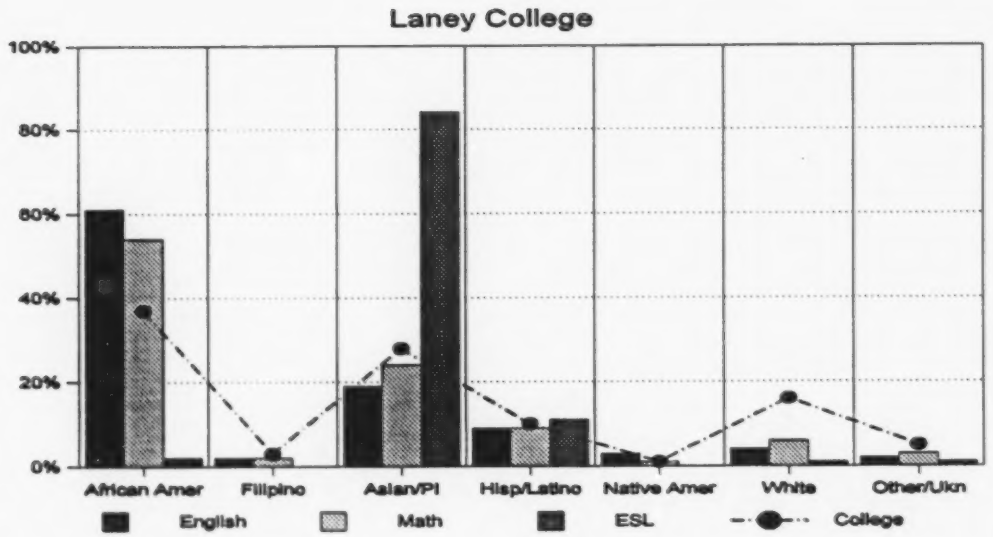


College of Alameda Basic Skills Enrollment by Ethnicity Fall 1995

	Total #	African American	Filipino	Asian/PI	Hispanic/ Latino	Native American	White	Other/ Unknown
English	552	44%	3%	28%	9%	1%	9%	5%
Math	122	48%	8%	7%	13%	0%	16%	7%
ESL	174	8%	1%	78%	10%	0%	2%	1%
College		30%	5%	31%	9%	1%	19%	5%

Source: *Research Student Download, all enrollment*

Basic Skills Enrollment by Ethnicity
Fall 1995

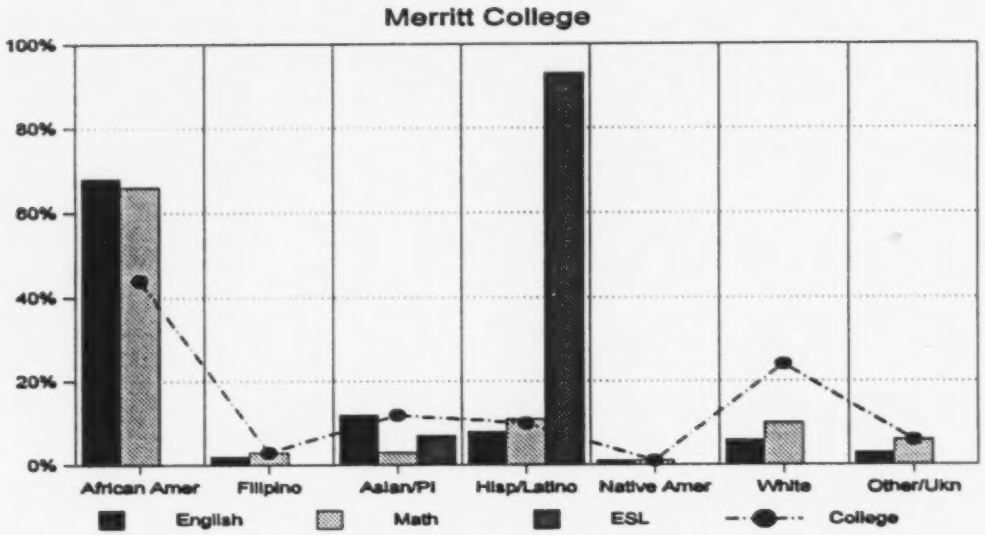


Laney College Basic Skills Enrollment by Ethnicity Fall 1995

	Total #	African American	Filipino	Asian/PI	Hispanic/ Latino	Native American	White	Other/ Unknown
English	596	61%	2%	19%	9%	3%	4%	2%
Math	601	54%	2%	24%	9%	1%	6%	3%
ESL	556	2%	0%	84%	11%	0%	1%	1%
College		37%	3%	28%	10%	1%	16%	5%

***Source:** Research Student Download, all enrollment*

Basic Skills Enrollment by Ethnicity
Fall 1995

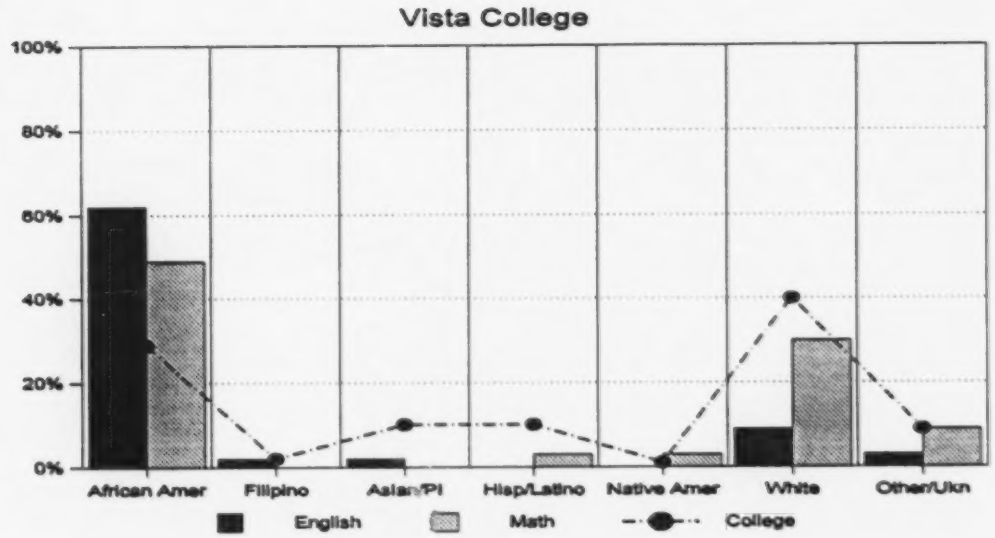


Merritt College Basic Skills Enrollment by Ethnicity Fall 1995

	Total #	African America n	Filipino	Asian/PI	Hispanic/ Latino	Native American	White	Other/ Unknown
English	387	68%	2%	12%	8%	1%	6%	3%
Math	279	66%	3%	3%	11%	1%	10%	6%
ESL	101	0%	0%	7%	93%	0%	0%	0%
College		44%	3%	12%	10%	1%	24%	6%

Source: *Research Student Download, all enrollment*

Basic Skills Enrollment by Ethnicity
Fall 1995

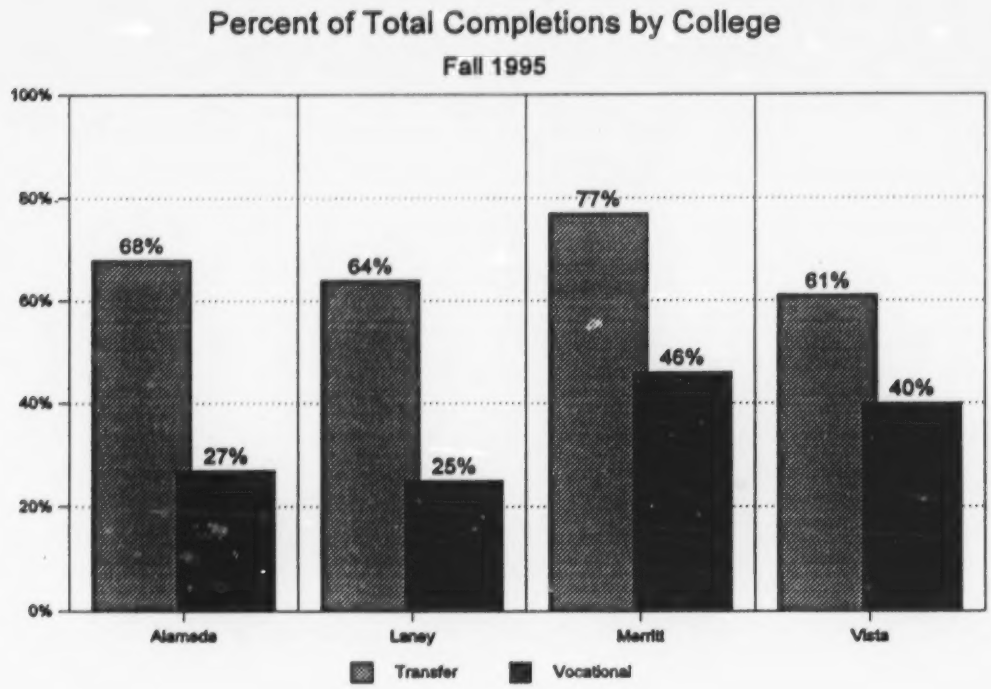


Vista College Basic Skills Enrollment by Ethnicity Fall 1995

	Total #	African American	Filipino	Asian/PI	Hispanic/ Latino	Native American	White	Other/ Unknown
English	128	62%	2%	13%	13%	0%	9%	3%
Math	107	49%	0%	2%	7%	3%	30%	9%
College		29%	2%	10%	10%	1%	40%	9%

***Source:** Research Student Download, all enrollment*

Percentage of Course Completions by Vocational & Transfer Classification



Vocational & Transfer Course Completions Fall 1995
(as a percentage of total completions)

	Alameda	Laney	Merritt	Vista
Transfer	68%	64%	77%	61%
Vocational	27%	25%	46%	40%

There is overlap between categories because some courses are considered both transfer and vocational.
Completion: Student received any grade of record other than 'W' (same as PCCD retention).
***Source:** Research Student Download, all credit enrollment*

Grade Distribution

In the Fall of 1995, an "A" grade was the most frequent passing grade at all the colleges. The percentage of "A" grades has increased considerably in the past 17 years at all the colleges. Currently, Laney College awards the largest percentage of "A" grades; half of the students at Laney receive "A" or "B" grades.

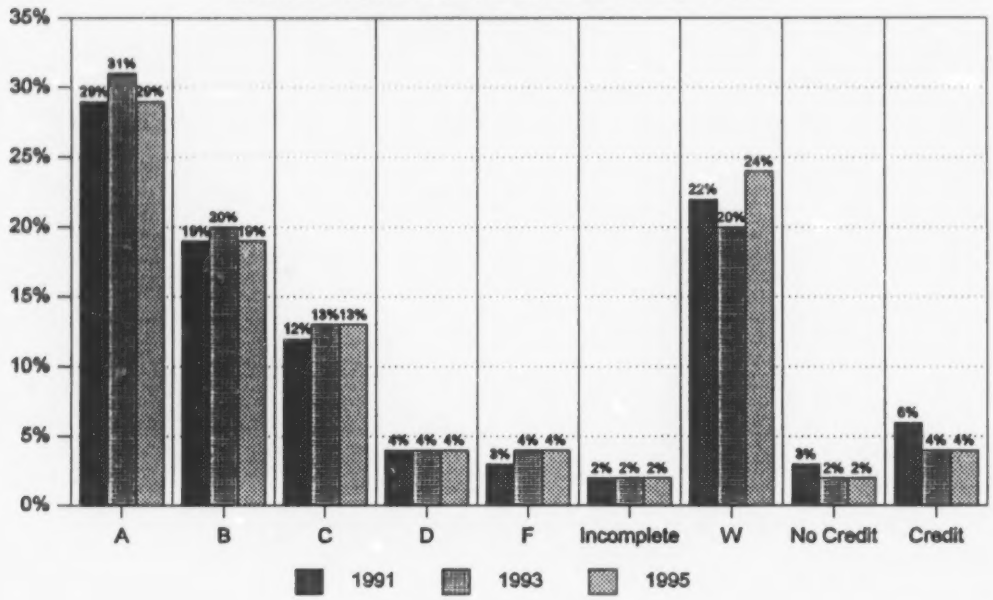
Grade Distribution by College Fall 1978 - Fall 1995

	Alameda		Laney		Merritt		Vista	
	1978	1995	1978	1995	1978	1995	1978	1995
A	26%	29%	22%	30%	20%	27%	20%	27%
B	18%	19%	20%	20%	18%	19%	10%	17%
C	12%	14%	15%	13%	11%	12%	7%	11%
D	3%	4%	4%	4%	3%	3%	0%	3%
F	0%	4%	1%	4%	0%	3%	0%	3%
W	31%	23%	23%	26%	31%	21%	24%	24%
No Credit	2%	3%	14%	1%	6%	4%	8%	5%
Credit	4%	3%	0%	1%	5%	8%	29%	9%

Source: 1978: Annual Report, PCCD Office of Institutional Analysis, 1995: Research Student Download

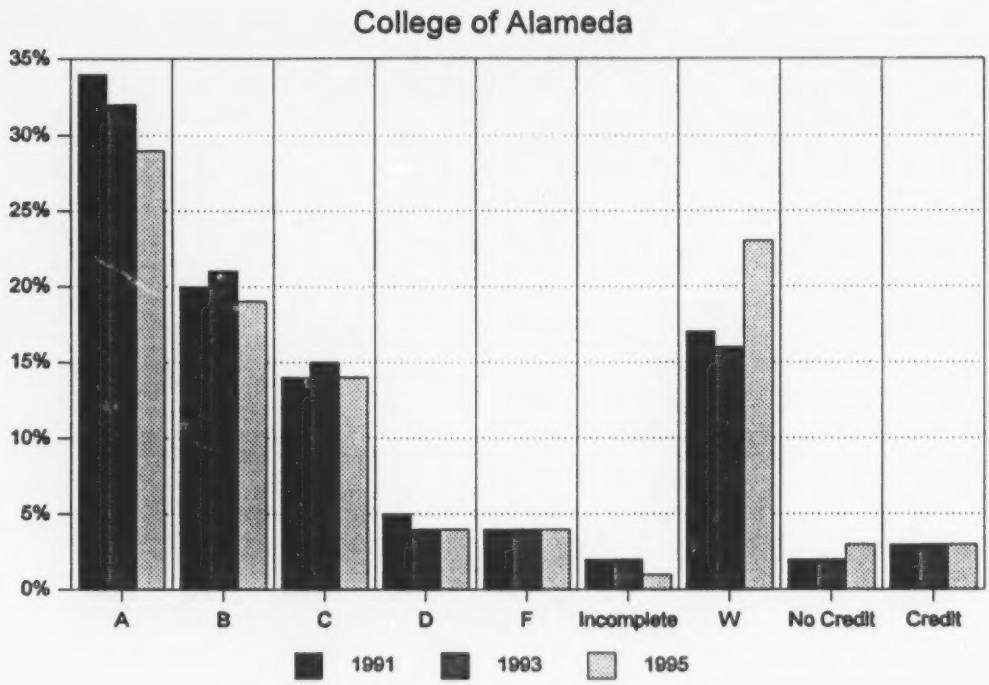
Peralta District

Grade Distribution Fall 1991-Fall 1995



Source: Research Student Download

Grade Distribution
Fall 1990 - Fall 1995



College of Alameda Grade Distribution Fall 1990 - Fall 1995

	A	B	C	D	F	Incomplete	W	No Credit	Credit
1990	33%	18%	13%	4%	4%	2%	19%	3%	3%
1991	34%	20%	14%	5%	4%	2%	17%	2%	3%
1992	32%	20%	15%	5%	5%	2%	18%	2%	2%
1993	32%	21%	15%	4%	4%	2%	16%	2%	3%
1994	31%	21%	16%	5%	4%	1%	17%	2%	3%
1995	29%	19%	14%	4%	4%	1%	23%	3%	3%

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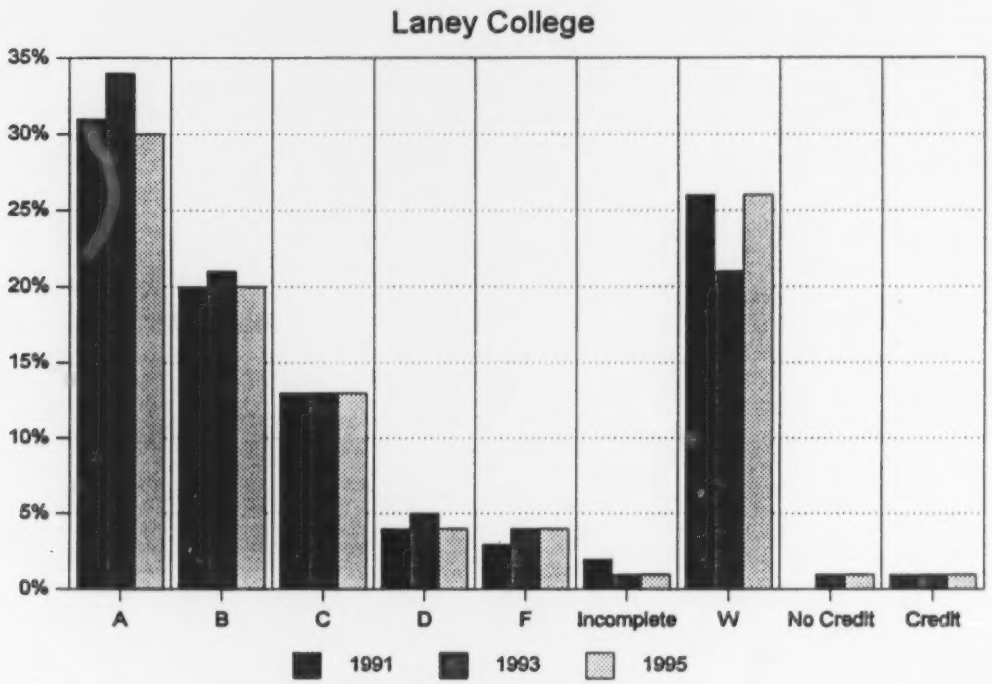
Source: Research Student Download

Grade Distribution
Fall 1990 - Fall 1995

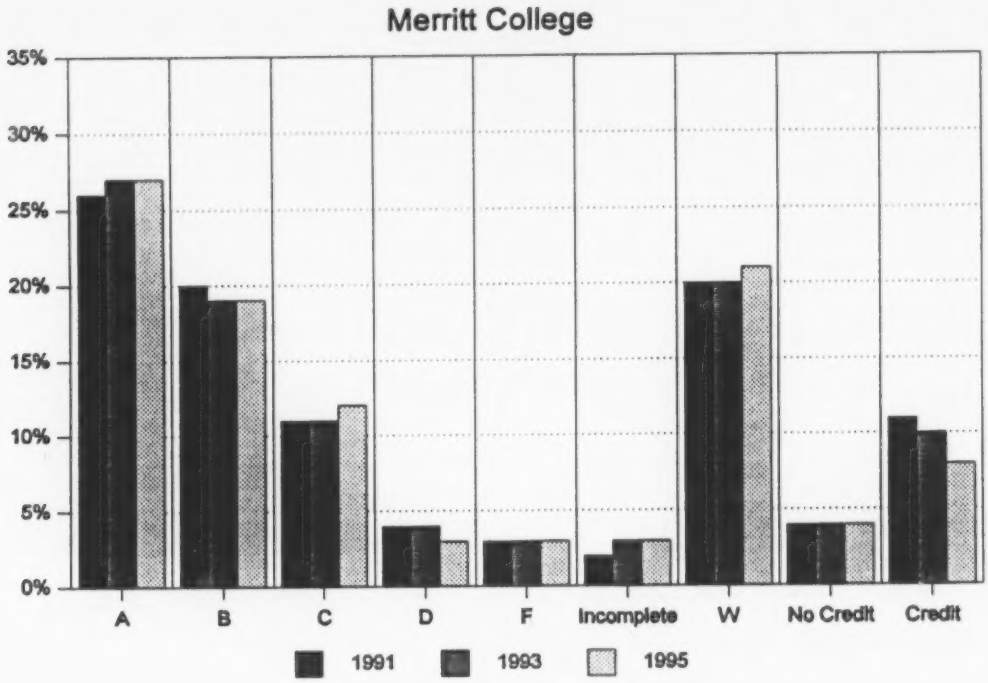


Laney College Grade Distribution Fall 1990 - Fall 1995

	A	B	C	D	F	Incomplete	W	No Credit	Credit
1990	29%	20%	14%	4%	4%	2%	26%	1%	1%
1991	31%	20%	13%	4%	3%	2%	26%	0%	1%
1992	32%	21%	13%	4%	3%	2%	22%	1%	1%
1993	34%	21%	13%	5%	4%	1%	21%	1%	1%
1994	36%	19%	12%	4%	4%	1%	22%	1%	1%
1995	30%	20%	13%	4%	4%	1%	26%	1%	1%

Source: *Research Student Download*

Grade Distribution
Fall 1990 - Fall 1995

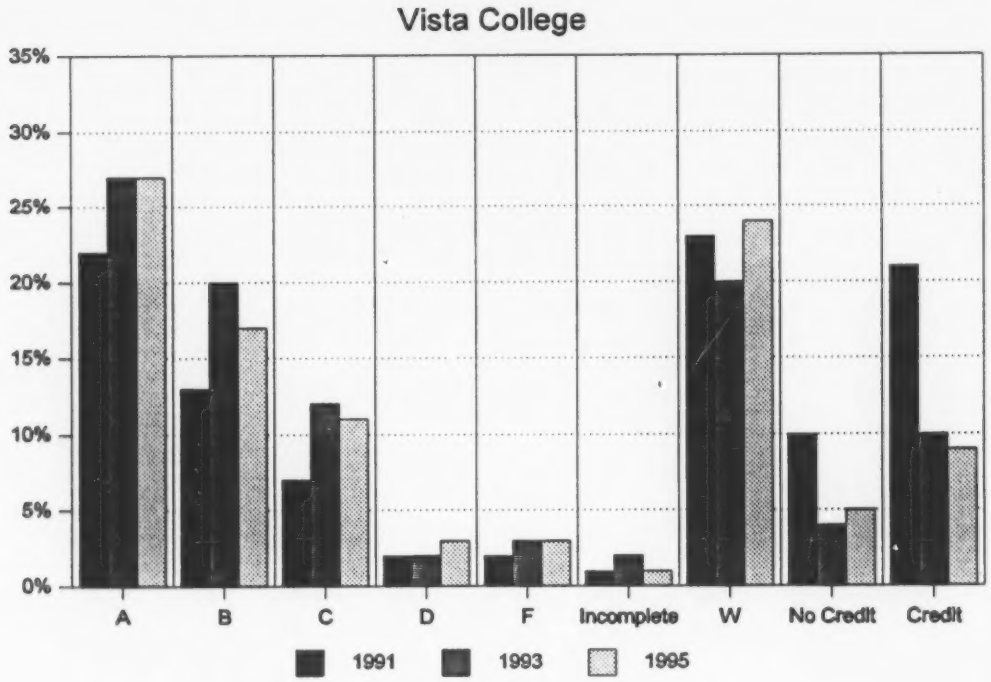


Merritt College Grade Distribution Fall 1990 - Fall 1995

	A	B	C	D	F	Incomplete	W	No Credit	Credit
1990	26%	18%	12%	4%	2%	2%	21%	3%	12%
1991	26%	20%	11%	4%	3%	2%	20%	4%	11%
1992	26%	18%	12%	3%	2%	2%	21%	4%	11%
1993	27%	19%	11%	4%	3%	3%	20%	4%	10%
1994	24%	18%	12%	3%	3%	1%	20%	8%	10%
1995	27%	19%	12%	3%	3%	3%	21%	4%	8%

Source: Research Student Download

Grade Distribution
Fall 1990 - Fall 1995



Vista College Grade Distribution Fall 1990 - Fall 1995

	A	B	C	D	F	Incomplete	W	No Credit	Credit
1990	19%	11%	5%	2%	2%	2%	19%	14%	26%
1991	22%	13%	7%	2%	2%	1%	23%	10%	21%
1992	23%	16%	8%	3%	3%	1%	24%	6%	15%
1993	27%	20%	12%	2%	3%	2%	20%	4%	10%
1994	28%	18%	11%	3%	4%	1%	22%	4%	10%
1995	27%	17%	11%	3%	3%	1%	24%	5%	9%

Source: Research Student Download

Faculty, Staff and Administration

Faculty, Staff and Administration

The faculty at the Peralta colleges, both full-time and temporary, is much more diverse than the statewide average. Eighty percent of the faculty statewide is white, compared to 60.5% at Peralta. African Americans, who hold only 6% of faculty positions statewide, make up one-fourth of the Peralta teaching staff. At Peralta, 65.6% of temporary instructors are white (statewide 83.7%).

At Peralta (62.4%) and statewide (57.3%), males are in the majority among full-time faculty. There is less of a gender discrepancy among temporary faculty at Peralta--males comprise 52.9%, females 47.1%, similar to the statewide figures.

The average age of California community college faculty is nearly fifty (Fall 1993, 48.9 years for contract and regular; 45.5 years for temporary). Over half of all faculty at College of Alameda (57%), Laney (55%) and Merritt (55%) is over fifty; at Vista, only 39% are over that age. The average age for Peralta full-time faculty was 53.3 years (Fall 1993), the oldest in the State. The average age of temporary faculty in the Peralta Community College District is 45.2 years. Peralta faculty are older and more diverse than two-year faculty nationally.

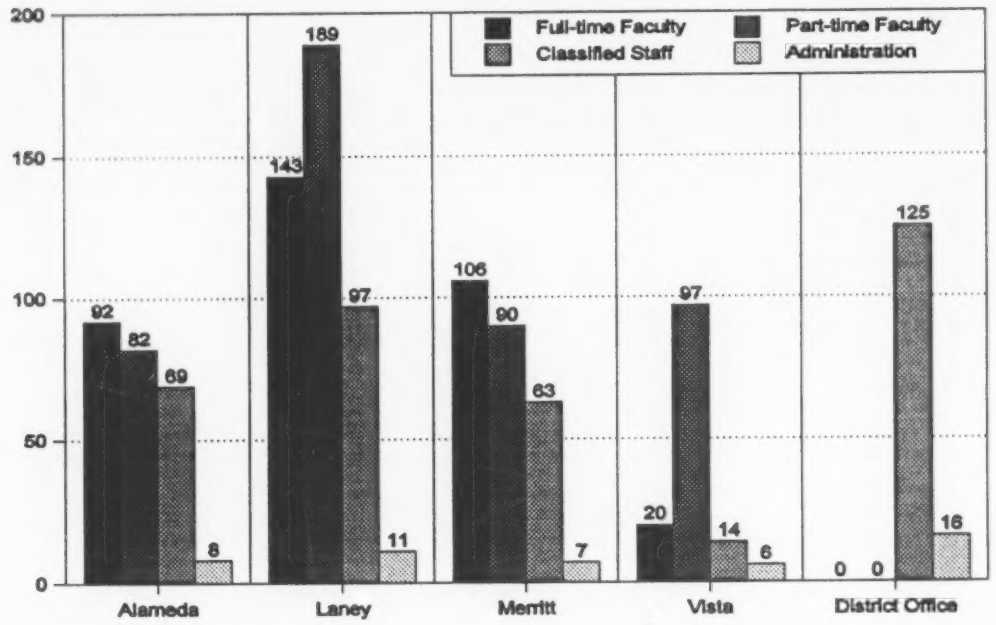
College of Alameda has the highest percentage of full-time faculty (57%). Vista has the most part-time faculty (81.5%). Nationally, about 53.4% of the faculty in community colleges is part-time. *[ERIC, Digest, January 1995]*

The percent of the weekly faculty contact hours taught by full-time faculty at the Peralta colleges is among the highest in the State, 68.3% (Fall 1993), surpassed only by San Joaquin (75.9%), Rio Hondo (69.8%), Chaffey (69.6%),and West Hills (69.1%). *[Chancellor's Office, Report on Staffing and Salaries: Fall 1993, June 1994]*

The classified staff and management at Peralta are also more diverse than the statewide average; 61% of the classified staff statewide is white, compared to only 25% for Peralta. 44.1% of the classified staff is African American, 15.7% Asian, and 14.6% Hispanic/Latino. The average age of classified employees at Peralta is 43.5, almost the same as the statewide average of 43.6 years. 57.6% of the classified employees are female, compared to the statewide average of 60.8%.

Half the certificated administrators at Peralta are African American; 40%, white; 7.5%, Hispanic/Latino; and 2.5%, Asian. Peralta has a lower percentage of Asian and Hispanic/Latino certificated administrators than the statewide average. The average age of certificated and classified administrators (51.5 years) is slightly higher than the statewide average (49.8 years). The same is true of classified administrators (48.1 years compared to 46.3).

Faculty, Staff and Administration
Fall 1995



Headcount of Faculty, Classified Staff and Administration, Fall 1995

Fall 1995	Full-time Faculty	Part-time Faculty	Classified Staff	Administration	Total
Alameda	92	82	69	8	251
Laney	143	189	97	11	440
Merritt	106	90	63	7	266
Vista	23	97	14	6	140
District Office	0	0	125	16	141
Total	364	458	368	48	1,238

FTE of District Office Centralized Services, Fall 1995

	Admissions & Records	Ed Services	Fiscal Services	Admin	Chancelor's Office
Admin (Certificated/Classified)	1	3	3	8	1
Classified (non-admin)	22	11	18	74	3

Centralized services includes such functions as: accounting, affirmative action, engineering, grants, information systems, maintenance, payroll, personnel, purchasing, research, and risk management
***Source for Table and Chart:** MIS Employee Files , Fall 1995*

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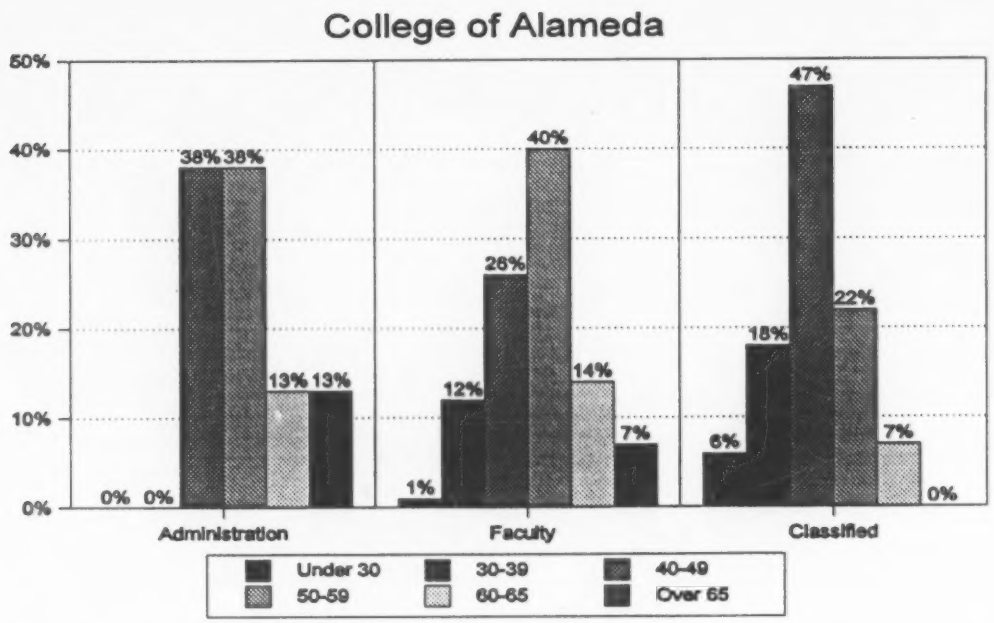
Employee FTE by Age
Fall 1995

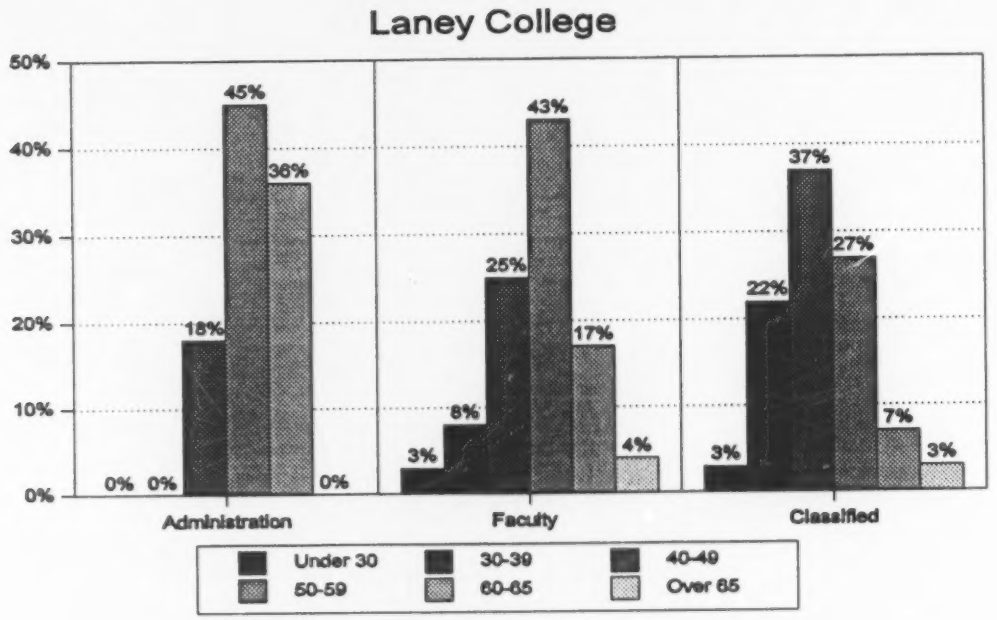


College of Alameda Employee FTE by Age, Fall 1995

Alameda	Administration	Faculty	Classified
Under 30	0%	1%	6%
30-39	0%	12%	18%
40-49	38%	26%	47%
50-59	38%	40%	22%
60-65	13%	14%	7%
Over 65	13%	7%	0%

Source: MIS Employee Files, Fall 1995

Employee FTE by Age
Fall 1995

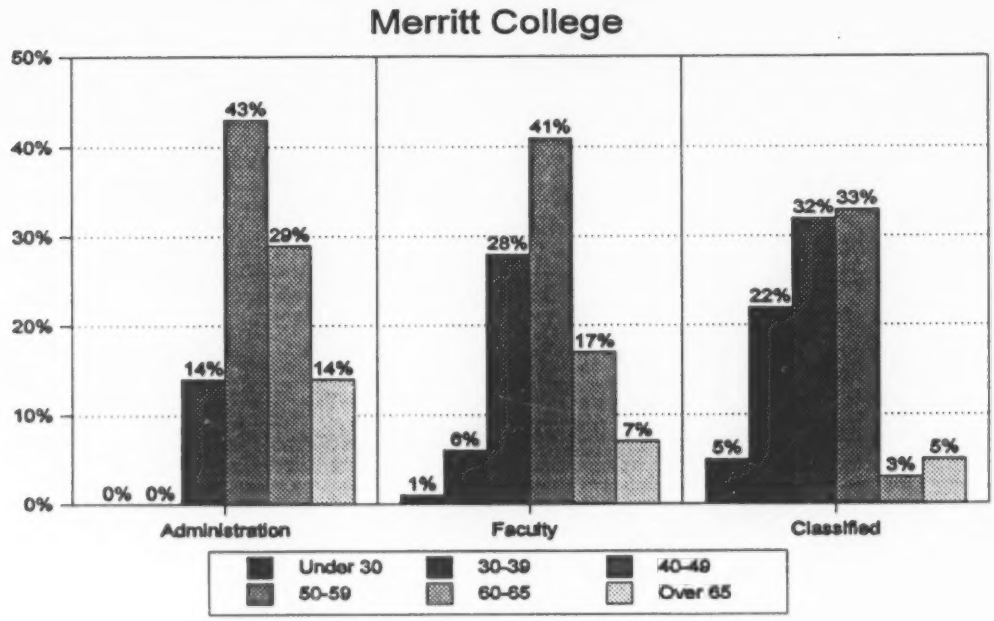


Laney College Employee FTE by Age, Fall 1995

	Administration	Faculty	Classified
Under 30	0%	3%	3%
30-39	0%	8%	22%
40-49	18%	25%	37%
50-59	45%	43%	27%
60-65	36%	17%	7%
Over 65	0%	4%	3%

Source: MIS Employee Files, Fall 1995

Employee FTE by Age
Fall 1995



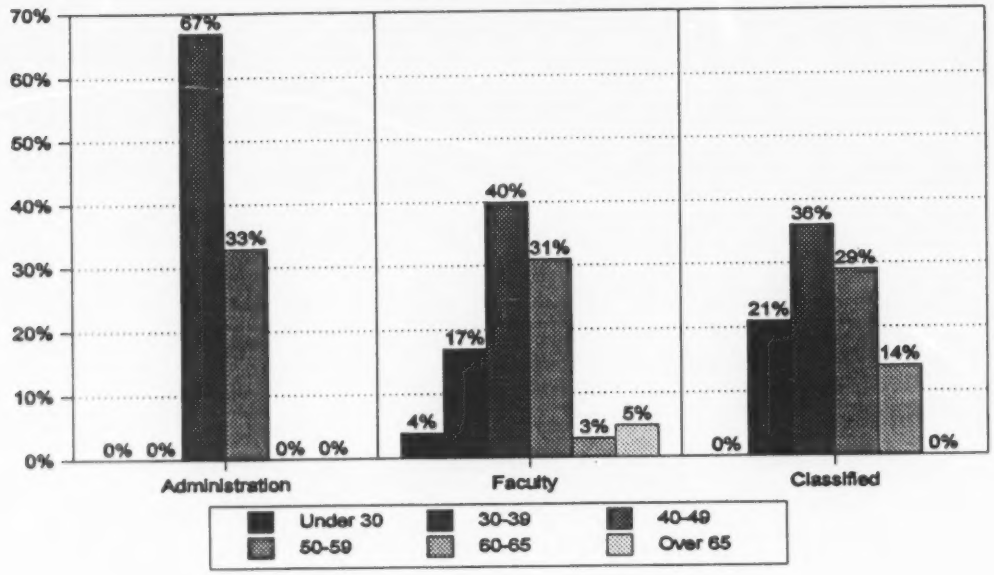
Merritt College Employee FTE by Age, Fall 1995

	Administration	Faculty	Classified
Under 30	0%	1%	5%
30-39	0%	6%	22%
40-49	14%	28%	32%
50-59	43%	41%	33%
60-65	29%	17%	3%
Over 65	14%	7%	5%

Source: MIS Employee Files, Fall 1995

Employee FTE by Age
Fall 1995

Vista College



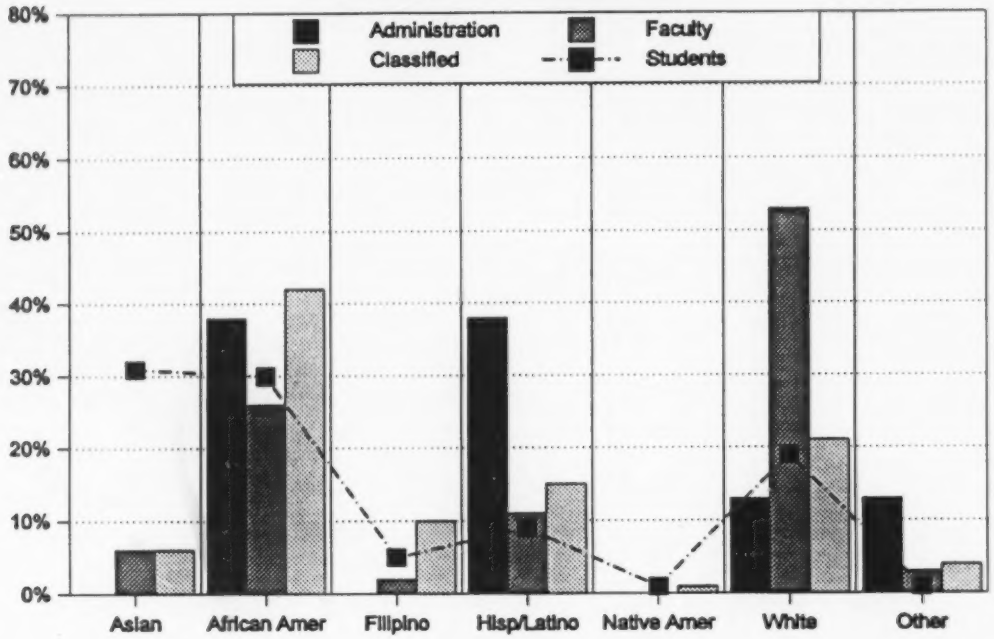
Vista College Employee FTE by Age, Fall 1995

	Administration	Faculty	Classified
Under 30	0%	4%	0%
30-39	0%	17%	21%
40-49	67%	40%	36%
50-59	33%	31%	29%
60-65	0%	3%	14%
Over 65	0%	5%	0%

Source: MIS Employee Files, Fall 1995

Employee FTE by Ethnicity
Fall 1995

College of Alameda



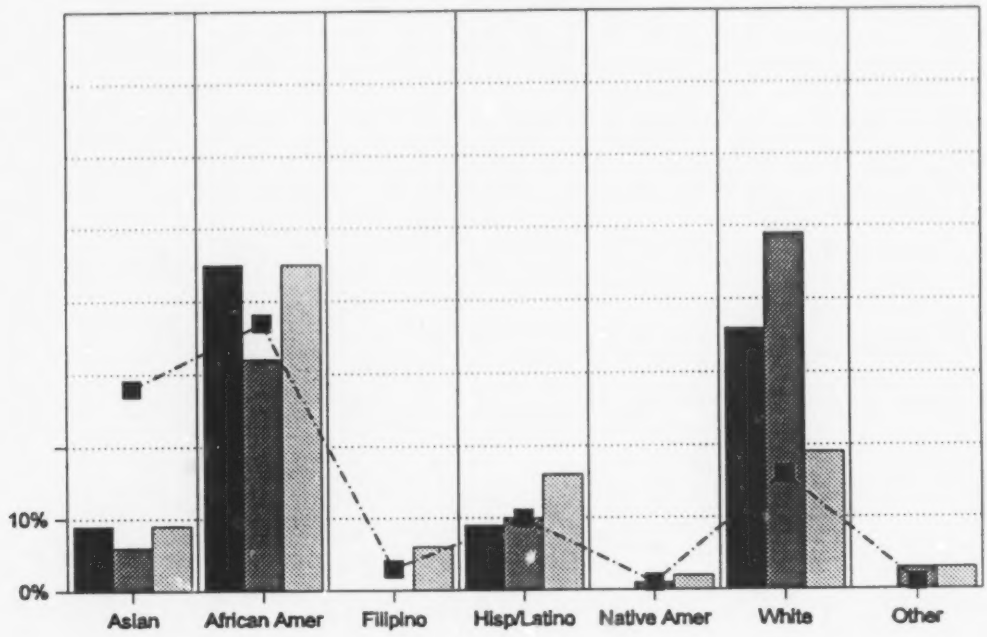
College of Alameda Employee FTE by Ethnicity Fall 1995

	Asian	African American	Filipino	Hispanic/ Latino	Native American	White	Other
Administrators	0%	38%	0%	38%	0%	13%	13%
Faculty	6%	26%	2%	11%	0%	53%	3%
Classified	6%	42%	10%	15%	1%	21%	4%
Students	31%	30%	5%	9%	1%	19%	1%

***Source:** Staff--MIS Employee Files, Fall 1995, Students--Research Student Download, Student Success 1995, all credit enrollment*

Employee FTE by Ethnicity
Fall 1995

Laney College



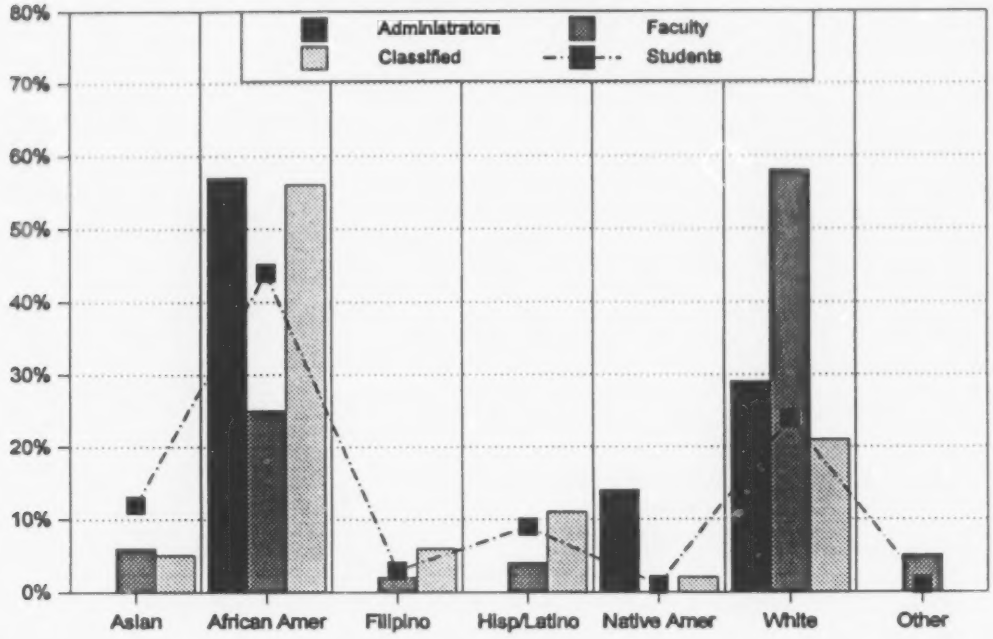
Laney College Employee FTE by Ethnicity, Fall 1995

	Asian	African American	Filipino	Hispanic/ Latino	Native American	White	Other
Administrators	9%	45%	0%	9%	0%	36%	0%
Faculty	6%	32%	0%	10%	1%	49%	3%
Classified	9%	45%	6%	16%	2%	19%	3%
Students	28%	37%	3%	10%	1%	16%	1%

***Source:** Staff--MIS Employee Files, Fall 1995, Students--Research Student Download, Student Success 1995, all credit enrollment*

Employee FTE by Ethnicity
Fall 1995

Merritt College

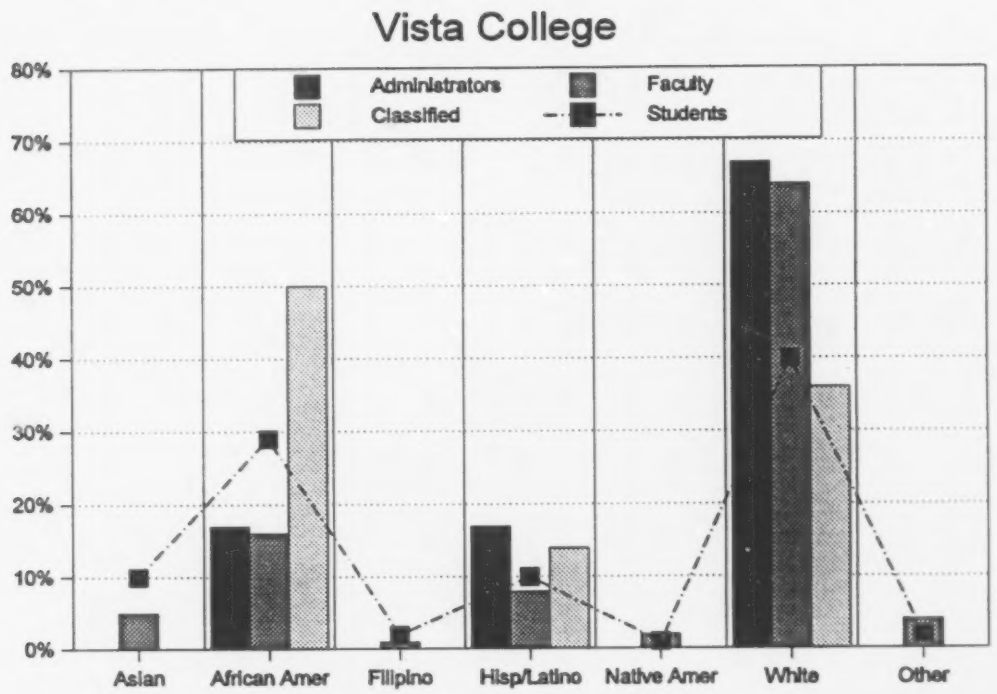


Merritt College Employee FTE by Ethnicity, Fall 1995

	Asian	African American	Filipino	Hispanic/ Latino	Native American	White	Other
Administrators	0%	57%	0%	0%	14%	29%	0%
Faculty	6%	25%	2%	4%	0%	58%	5%
Classified	5%	56%	6%	11%	2%	21%	0%
Students	12%	44%	3%	10%	1%	24%	1%

***Source:** Staff--MIS Employee Files, Fall 1995, Students--Research Student Download, Student Success 1995, all credit enrollment*

Employee FTE by Ethnicity
Fall 1995



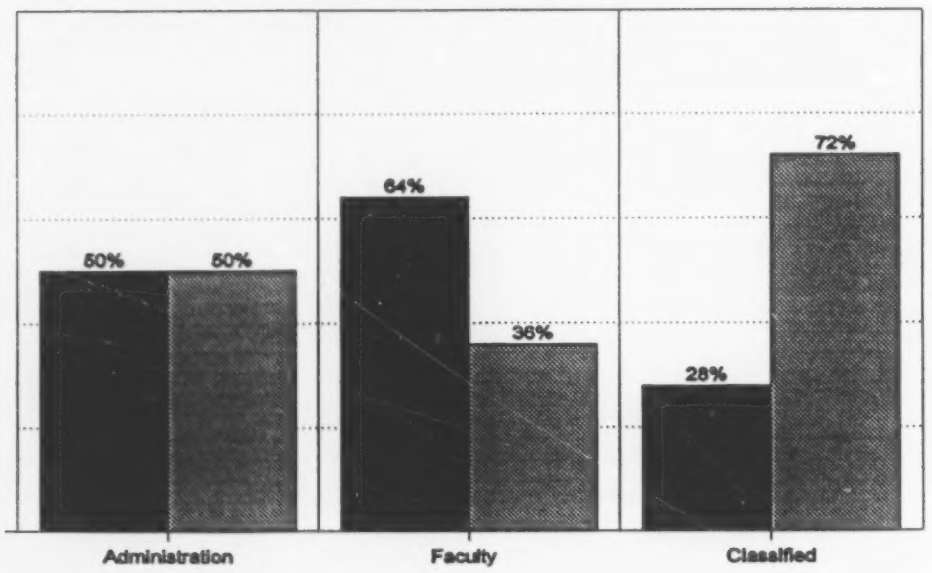
Vista College Employee FTE by Ethnicity, Fall 1995

	Asian	African American	Filipino	Hispanic/ Latino	Native American	White	Other
Administrators	0%	17%	0%	17%	0%	67%	0%
Faculty	5%	16%	1%	8%	2%	64%	4%
Classified	0%	50%	0%	14%	0%	36%	0%
Students	10%	29%	2%	10%	1%	40%	2%

***Source:** Staff--MIS Employee Files, Fall 1995, Students--Research Student Download, Student Success 1995, all credit enrollment*

Employee FTE by Gender
Fall 1995

College of Alameda

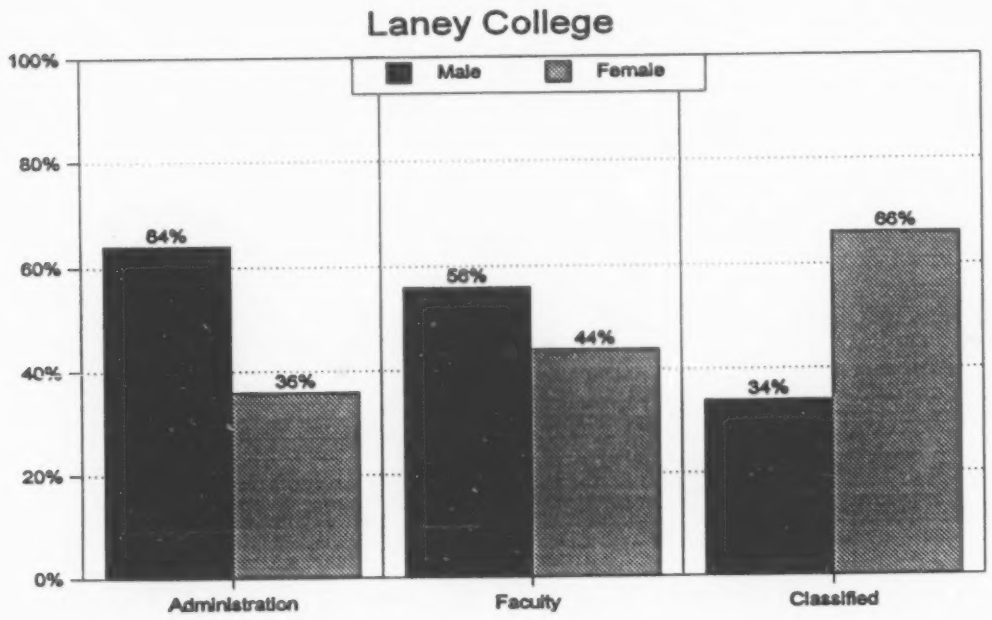


College of Alameda Employee FTE by Gender, Fall 1995

Alameda	Administration	Faculty	Classified
Male	50%	64%	28%
Female	50%	36%	72%

Source: MIS Employee Files, Fall 1995

Employee FTE by Gender
Fall 1995



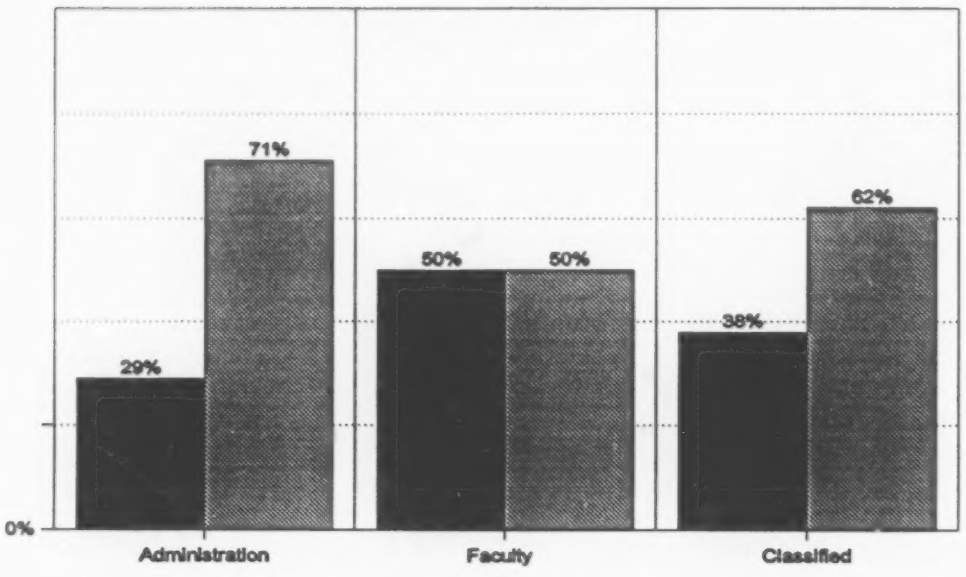
Laney College Employee FTE by Gender, Fall 1995

	Administration	Faculty	Classified
Male	64%	56%	34%
Female	36%	44%	66%

***Source:** MIS Employee Files, Fall 1995*

Employee FTE by Gender
Fall 1995

Merritt College

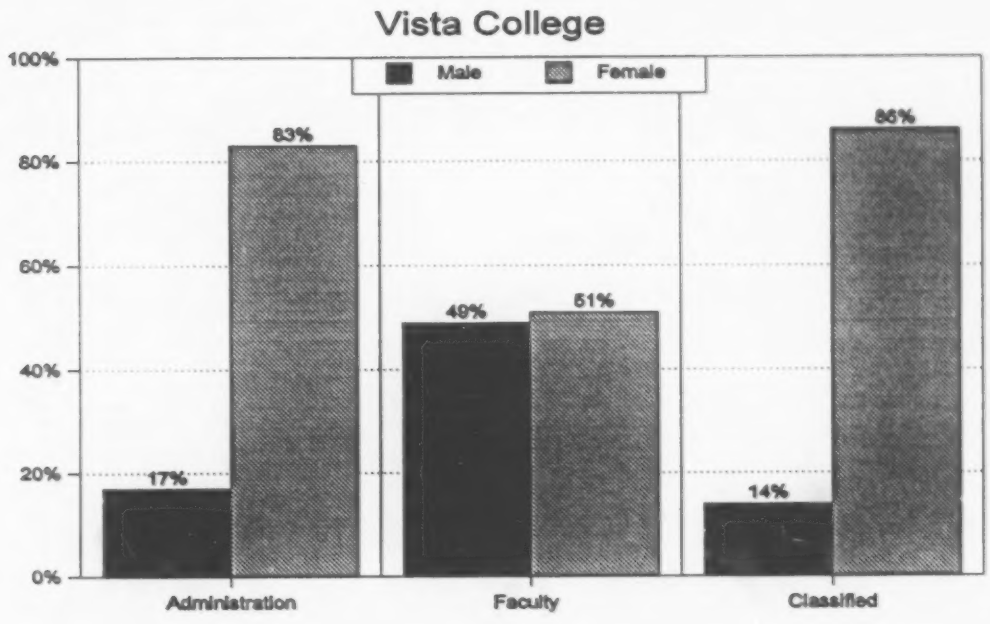


Merritt College Employee FTE by Gender, Fall 1995

	Administration	Faculty	Classified
Male	29%	50%	38%
Female	71%	50%	62%

Source: MIS Employee Files, Fall 1995

Employee FTE by Gender
Fall 1995



Vista College Employee FTE by Gender, Fall 1995

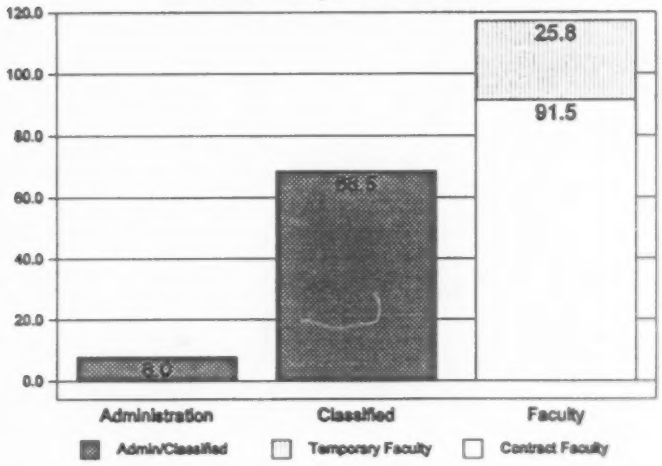
	Administration	Faculty	Classified
Male	17%	49%	14%
Female	83%	51%	86%

***Source:** MIS Employee Files, Fall 1995*

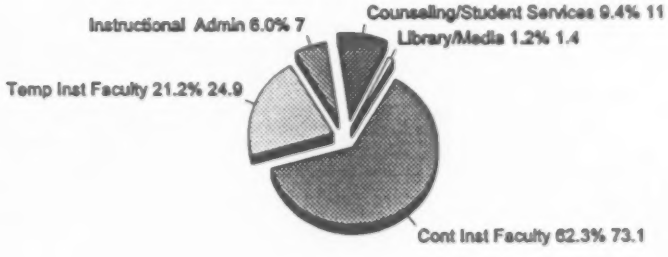
Employee Status by FTE
Fall 1995

College of Alameda

Staff and Faculty FTE Distribution



Faculty FTE by Activity Category


Instructional Admin 6.0% 7
Counseling/Student Services 9.4% 11
Library/Media 1.2% 1.4
Temp Inst Faculty 21.2% 24.9
Cont Inst Faculty 62.3% 73.1

Administrative and Classified Staff FTE by Activity Category

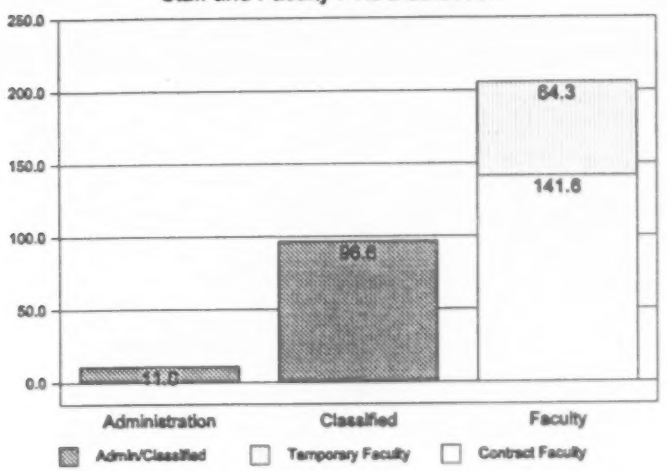
	Instruct	Instruct Admin	Library/ Media	Counsel/ Student Srv	Planning/ Gen Institution	Maint
Admin		4		2	2	
Classified	8.5	10.5	8.5	25	8	8

Source: MIS Employee Files, Fall 1995

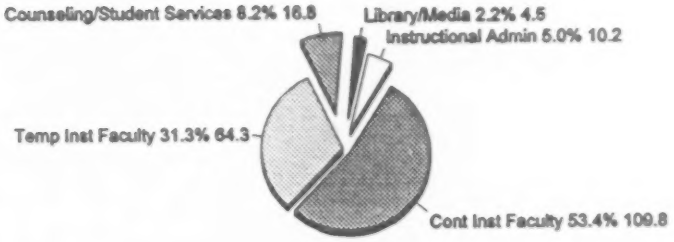
Employee Status by FTE
Fall 1995

Laney College

Staff and Faculty FTE Distribution



Faculty FTE by Activity Category


Counseling/Student Services 8.2% 16.8
Library/Media 2.2% 4.5
Instructional Admin 5.0% 10.2
Temp Inst Faculty 31.3% 64.3
Cont Inst Faculty 53.4% 109.8

Administrative and Classified Staff FTE by Activity Category

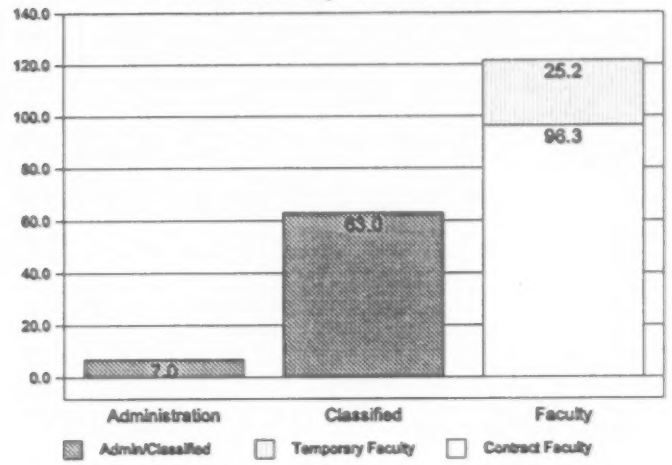
	Instruct	Instruct Admin	Library/ Media	Counsel/ Student Srv	Planning/ Gen Institution	Maint
Admin		6		2	3	
Classified	17.6	5	13	31	16	14

Source: MIS Employee Files, Fall 1995

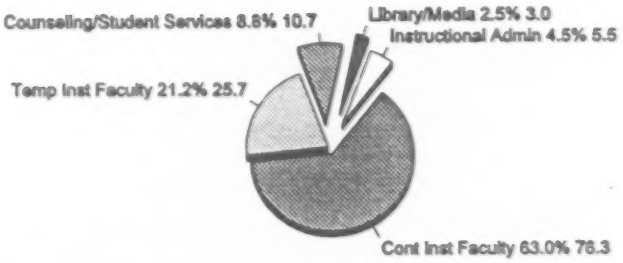
Employee Status by FTE
Fall 1995

Merritt College

Staff and Faculty FTE Distribution



Faculty FTE by Activity Category


Counseling/Student Services 8.8% 10.7
Library/Media 2.5% 3.0
Instructional Admin 4.5% 5.5
Temp Inst Faculty 21.2% 25.7
Cont Inst Faculty 63.0% 76.3

Administrative and Classified Staff FTE by Activity Category

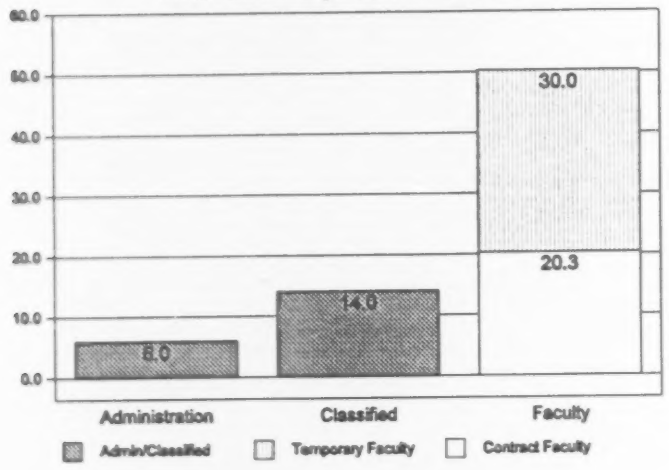
	Instruct	Instruct Admin	Library/ Media	Counsel/ Student Srv	Planning/ Gen Institution	Maint
Admin		3		2		1
Classified	7	8	7	23	10	10

Source: MIS Employee Files, Fall 1995

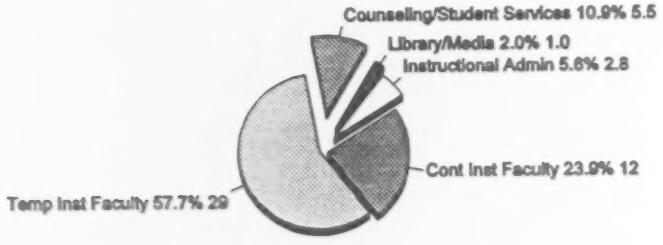
Employee Status by FTE
Fall 1995

Vista College

Staff and Faculty FTE Distribution



Faculty FTE by Activity Category


Counseling/Student Services 10.9% 5.5
Library/Media 2.0% 1.0
Instructional Admin 5.6% 2.8
Cont Inst Faculty 23.9% 12
Temp Inst Faculty 57.7% 29

Administrative and Classified Staff FTE by Activity Category

	Instruct	Instruct Admin	Library/ Media	Counsel/ Student Srv	Planning/ Gen Institution	Maint
Admin		1		1	4	
Classified		3		4	7	

Source: MIS Employee Files, Fall 1995

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